EXPLORING THE POTENTIAL OF PARENT TEACHER COUNCILS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN PUBLIC SECTOR SCHOOLS OF RAWALPINDI, PAKISTAN

QUAID-I-AZAM UNIVERSITY

ISLAMABAD

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Thesis submitted to the Department of Sociology, Quaid-i-Azam University, Islamabad, for the partial fulfillment of the degree of Master of Science in Sociology

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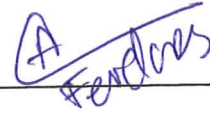# (Department of Sociology)
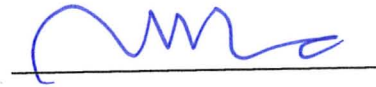
FINAL APPROVAL OF THESIS

This is to certify that we have read the thesis submitted by Ms. Aleena Saif, it is our judgment that this thesis is of sufficient standard to warrant its acceptance by the Quaid-i-Azam University, Islamabad for the award of the Degree of "M.Sc in Sociology ".

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Abstract

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. About 15% of the world's population lives with some form of disability and the census for 1998 tells that there are 2.5% people with disability of the total population in Pakistan. The Salamanca Statement emphasizes the importance of equality, rights and the contribution of inclusive practices to 'combating discriminatory attitudes, creating welcoming communities and building an inclusive society'. For the last few decades, more learners with special needs are studying side by side in regular school with their peers who do not have disabilities. Western countries adopted this inclusive education policy in 1980s but has not been adopted by public sector institutions in Pakistan yet, only a few private entities are practicing the model on small scale. Due to the involvement of parents and community, academic and social aspects of children improved in various countries. Parent-teacher councils were established in 1895 to create a partnership between teachers and parents to uplift the academic progress of both the school and students. however, separation of the mainstream and special education ministries, teachers resistance towards inclusion, lack of training and equipment's, and large class sizes are hampering the way of inclusion. The social model of disability perceives society as the main contributory factor in disabling people, whereas Talcott Parsons' sick role model declares a disabled person as sick and unable to fulfil her/his everyday obligations. In order to gain a better insight of the people's perception about 'disability' and analyze the chances of inclusion of children with disabilities into mainstream education through parent-teacher collaboration, case study research of eleven respondents, from both the parents and teachers side was conducted in the public sector schools of Rawalpindi. Results revealed a mix of reviews, ranging from teachers acceptance of inclusion to parents indifference of their child's education. if all inclusion has to be implemented at national level, extensive teacher trainings, provision of assistive tools and accessible curriculum, and some major alterations in school buildings is required.

Table of Contents

Chapter No. 1

INTRODUCTION

Disability is a relative term defined differently by different socialists and medical men at their respective points of time. Usually, people bearing some kind of apparent physical, visual, hearing or mental difficulties, are considered disabled. There has always been reported a sense of exclusion by the disabled people from the mainstream life activities. This overall demeanor of the society is naturally adopted by every new-born child. Since more than 60% of Pakistan's population comprises of persons below age 25, it is very important to research about and document the educational problems faced by the children with disabilities. In order to make them a useful organ of the overall body of society, they need to be mainstreamed in all spheres of life, provided with equal educational, recreational and employment opportunities and deserve a friendly, cooperative and inclusionary environment.

1.1   Defining Disability

The Convention on the Rights of Persons with Disabilities is an international human rights treaty of the United Nations signed on 30 Mar, 2007 and is intended to protect, promote and ensure the rights and dignity of persons with disabilities. It emphasizes on the importance of mainstreaming disability issues as an integral part of relevant strategies of sustainable development. It highlights that children with disabilities should have full enjoyment of all human rights and fundamental freedoms on an equal basis with other children. The convention defines disability as:

> "Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which

2

in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others." (The Convention on the Rights of Persons with Disabilities 2007)

The convention suggests promotion of the training of professionals and staff working with persons with disabilities so as to better provide the assistance and services guaranteed by their rights. Croft (2012) has argued that the United Nations Millennium Development Goals (MDGs) will not be achieved without the inclusion of children with disabilities and young people in education. There has also been criticism that disability was not mentioned in the MDGs (Albert Dube 2005).

1.2   Types of Disability

The term 'disability' broadly describes impairment in a person's ability to function, caused by changes in various subsystems of the body, or to mental health. The degree of disability may range from mild to moderate, severe, or profound.   A person may also have multiple disabilities.

1.2.1 Physical Disability

Any impairment which limits the physical function of limbs, fine bones, or gross motor ability is a physical impairment. Non-universal design or program can also cause physical impairment, for example, a person who cannot climb stairs may have a physical impairment of the knees when putting stress on them from an elevated position.

3

1.2.2 Vision Impairment

Vision impairment is vision loss of a person to such a degree as to qualify as an additional support need through a significant limitation of visual capability resulting from either disease, trauma, or congenital or degenerative conditions that cannot be corrected by conventional means, such as refractive correction, medication, or surgery.

1.2.3 Hearing Impairment

Hearing impairment or hard of hearing or deafness refers to conditions in which individuals are fully or partially unable to detect or perceive at least some frequencies of sound which can typically be heard by most people.

1.2.4 Olfactory and gustatory impairment

Olfactory impairments include: inability to smell, things do not smell as they should, an abnormally acute sense of smell, psychological disorder which causes patients to imagine they have strong body odor, decreased ability to smell and often things smell worse than they should. Gustatory impairment includes complete loss of the sense of taste or persistent abnormal sense of taste. Impairment of the sense of smell and taste are commonly associated with aging but can also occur in younger people due to a wide variety of causes.

1.2.5 Somato sensory impairment

These impairments include insensitivity to stimuli such as touch, heat, cold, and pain and often lead to physical impairment involving neural

pathways and are very commonly associated with paralysis (in which the motor neural circuits are also affected).

1.2.6 Balance Disorder

A balance disorder is a disturbance that causes an individual to feel unsteady when standing or walking. It may be accompanied by symptoms of being giddy, woozy, or have a sensation of movement, spinning, or floating.

1.2.7 Intellectual Disability

Intellectual disability ranges from mental retardation to cognitive deficits too mild or too specific (as in specific learning disability) to qualify as mental retardation. Intellectual disabilities may appear at any age. Mental retardation is a subtype of intellectual disability, and the term *intellectual disability* is now preferred.

1.2.8 Mental health and emotional disabilities

A mental disorder or mental illness is a psychological or behavioral pattern generally associated with subjective distress or disability that occurs in an individual, and perceived by the majority of society as being outside of normal development or cultural expectations.

1.2.9 Autism spectrum disorders

Autism is a disorder of neural development characterized by impaired social interaction, verbal and non-verbal communication, and by restricted and repetitive behavior. It causes delays in cognitive development and language.

1.3 Recognizing Disability

About 15% of the world's population lives with some form of disability, of whom 2-4% experience significant difficulties in functioning. WHO estimates that the global disability prevalence is higher than previous count, which dates from the 1970s and suggested a figure of around 10% (WHO/World Bank World Report on Disability 2011).

The prevalence rate of disability rises with age – around 1 in 20 children are disabled (General Disability Facts, Census Report 2009-10).

According to the census for 1998, there are 3,286,630 people with disability in Pakistan, constituting 2.54% of the population (Bureau of Statistics, 1998). The figure is underestimated, as the definition of disability did not include moderate and mild disability. Data collectors for the census were not trained to identify and classify all forms of disability.

The Salamanca Statement (UNESCO 1994) emphasizes the importance of equality, rights and the contribution of inclusive practices to 'combating discriminatory attitudes, creating welcoming communities and building an inclusive society'.

Researches show that disabled children and youth have very unequal access to education compared to non-disabled peers (Bines and Lei 2011).

1.4 Defining and Understanding the Term Inclusive Education

In the last few decades, educational provisions for learners with disabilities have changed. More learners with special needs are studying side by side in regular school with their peers who do not have disabilities (Mukhopadhyay 2012).

This concept is commonly known as inclusive education. It is based on the principle that all children regardless of ability or disability have a basic right to be educated alongside their peers in their neighborhood schools (United Nations Educational, Scientific, and Cultural Organization 1994).

The understanding of the term 'Inclusive Education' developed over the years reflecting the way in which 'Inclusion' becomes a subject of debate internationally (Peters 2003).

This concept became confused and lost its clarity, meaning different things to different people (Slee 2004).

For some, inclusion is viewed as an attempt to move away from segregated provision for students with disabilities to creating mainstream placements for them (Rieser and Mason 1992).

For others, it is concerned with identifying and removing barriers to participation and achievement for all students (Booth and Ainscow 2002).

Maximizing the participation of all in mainstream schools and demanding radical changes within schools (Barton 1997).

1.5 From Exclusion to Inclusion

Over the past two and a half decades, the notion of "inclusion" has pushed the debate regarding the education of students with disabilities further (Forlin 1997). Inclusion seeks to completely remove the distinction between special and regular education, and to provide an appropriate education for all students, despite their level of disability, in their local school. It involves a complete restructuring of the educational system so that all schools would have the responsibility of providing the facilities, resources, and an appropriate curriculum for all students irrespective of disability. It is a philosophical move away from the accommodation of students with special needs into a "normal" system, towards a full inclusion model where everyone is considered normal, and where the needs of all can be met. This trend is situated within a broad social justice agenda, which argues that equality for all must include access for all students to their local school. This trend has been supported by United Nations policies which affirm the rights of children (the United Nations Convention on the rights of the Child, 1989; the United Nations Standard Rules for the Equalization of Opportunities for Persons with Disabilities (1993; the UNESCO Salamanca Statement, 1994).

1.5.1 Adoption of Inclusive Education Model by Western World

The concept of inclusion was implemented in Western countries in the 1980s, and it has become a matter for the global agenda (Singal, 2005). Educational policies in developed countries have responded to the social justice agenda in different ways. In the United States, the rights of children with disabilities are protected in legislation (Education for all Handicapped Children Act; 1975; the Individuals with Disabilities Education Act, 1990). In Great Britain, the Warnock Report (1978) led directly to the Education Act (1981), and the subsequent amendment to the Education Act (1993) and Special Educational Needs and Disability Act (2001) established the rights of students with disabilities to be included in regular schools. In Australia, the Disability Discrimination Act (1992) and the Disability Standards for Education (2005) support the enrolment and full participation of students with disabilities in mainstream schools.

1.5.2 Adoption of Inclusive Education Model by Eastern World

By 1995 Vietnam managed to invest resources in social policies, evident from the increase in educational policies (Nguyen and Nguyen, 2006) and the efforts to achieve education for all. The signature of the Vietnamese government of the UN Convention on the rights of Persons with Disabilities and the Biwako Millennium Framework of Action has further motivated the Vietnamese government to develop a comprehensive law for People with Disabilities (Socialistic Republic of Vietnam, 2010).

9

The Cambodia government (Ministry of Education, Youth and Sports) showed its commitment to reach the Millennium Development Goals and the Education for All goals through a number of policies such as The Cambodian Law on Education for All, the Child Friendly School Policy and the Policy on Education of Children with Disabilities (Hang 2010).

In India, the Education Commission of 1966 (Kothari Commission), the scheme for Integrated Education for Disabled Children (IEDC 1974), the National Policy on Education (1986) and the Rehabilitation Council of India Act 1992 triggered efforts and training programs for the development of professionals for inclusion. The enactment of the People with Disability Act in 1996 provided legislative support. In 1999, the government passed the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act for the economic rehabilitation of people with disabilities (Examples of Inclusive Education in India, UNICEF Report).

The Bangladesh National Policy on Disability (1995) and National Education Policy (1997) specified the creation of options for education of children and people with disabilities. The policy covers the rights of people with disabilities, equal opportunities in education, training and rehabilitation, employment, income, maintenance, social security, accessibility to the physical environment, accessibility to public information (Braille, sign language, audio and visual aids), incentives for

employment, and provisions for prevention, detection and treatment of disabilities (Examples of Inclusive Education in Bangladesh, UNICEF Report).

These acts have been instrumental in bringing about a perceptive change/ improvement in the attitude of government, NGOs and people with disabilities.

1.5.3 Adoption of Inclusive Education Model in Pakistan

History reveals that the education of children with special needs was mainly in the hands of religious institutions. At the time of independence, only a few schools were functioning for the education of children and adults with disabilities. Later, some private institutions became active in providing educational opportunities to children with special needs. The National Commission on Education in 1959 placed the education of disabled children on the government agenda for the first time. It recommended the provision of vocational education for children and adults with mental retardation, and training of teachers for the education of children with disabilities. The Education Policy of 1972 provided funds for special education. In the 1980s and 1990s, the UN asked member states to pay special attention to the problems of people with disabilities. During this period, the Government of Pakistan significantly increased the budget allocation to newly established special education centers and other institutions for the education and rehabilitation of children with

11

disabilities. Government initiatives resulted in more than 200 special education institutions with more than 20,000 enrolments.

The number of primary schools in the public sector in Pakistan is 106,275 (Bureau of Statistics 1998), and there are 278,051 teachers working in these schools. The federal Ministry of Education will have to make modifications to school environments, adapt the curriculum for special needs, and train teachers in order to build their capacity for undertaking the challenge of inclusive schooling. For this purpose, sufficient financial resources, new infrastructure and a new vision of education for all are facilitating elements (Examples of Inclusive Education in Pakistan, UNICEF Report).

The private sector has taken a lead in promoting and implementing inclusive education. However, inclusive schools that demonstrate good practices in Pakistan are restricted to big cities. These private schools are striving to create an inclusive education environment through establishing new inclusive schools; giving access to children with disabilities to existing schools; persuading children without disabilities to join special education institutions; keeping children with special needs within regular school although in separate classrooms; and supporting schools with multigrade inclusive classrooms. Some of these schools and institutions are:

1. International School of Studies, Karachi

2. Collegiate School System, Lahore

3. Parvarish School, Lahore

4. Hassan Academy, Rawalpindi/Rawalpindi

5. Association for the Rehabilitation of the Physically Disabled, Peshawar

6. Amin Maktab (outreach program)

7. Teacher development initiatives.

1.6 Community's Contribution toward Inclusion

Parents could help their children and concerned schools in a number of ways, such as assistance in home works, retention of lessons, paying visits to schools, contacting teachers to ask about academic condition and social behavior of their children, providing financial donations, granting stationery and uniforms, supplying construction material and in offering teaching services to schools. Due to such type of involvement of parents and community, academic and social aspects of children improved in various countries. Government of Pakistan and Provincial Government of Khyber Pakhtunkhwa decided to involve parents in schools on regular basis. For this purpose bodies like "Parents Teacher's Councils" (PTCs) were formed. Their aim was to cooperate with school in enrolments, teaching, and parenting, discouraging students/teachers absenteeism and minimizing unnecessary interference in schools. Parent's teacher council is a combine organization of parent and teachers. It is a platform, which works for the development of the

education process of the children and for the safety and protection of the children at school, home and place of worship.

According to Govinda and Diwan, R., (2005) the involvement of community in the educational matters of the school and students help to improve the quality of education. Community participation eradicates the hurdles in the education of students. It supports the promotion of education and gives way enlighten the ignorance of the society.

1.7 Origin of Parent-Teachers Councils

Parent Teacher Council is an old organization working for the welfare of the children at various places and platforms. The first PTA was established in 1895 at United State of America by Alice McLellan Birney. She was of the opinion that the mothers should be educated and the nation must recognize the supreme importance of the child. She along with Apperson Hearst work together to develop PTA for the welfare of children, and because of their struggle, National PTA still maintains an office in Washington D.C to monitor every piece of federal legislature concerning children and families (S. Hussain).

The American national PTA has four types: local PTA, early childhood PTA, parent-teacher-student association and Special Education PTA which works for the provision of specific resources and opportunities to the special children (The Research Gate Online).

1.8 Establishment of Parent Teachers Councils in Pakistan

Schools have always been doing their best to enhance academic and social behavior as well as performance. To trigger these efforts, the concept of involving parents, community and retired persons in schools was introduced. This concept was known as community involvement in education. The educational policy of 1998-2010 took steps for the establishment of School Management Committee, where village representatives were involved in school matters to secure community participation in schools (Ministry of Education, 1998-2010).

School Management Committee was replaced by Parent's teacher Association (PTA) in 1990s, which was then renamed as Parent's teacher council (PTC). Its budget was increased to Rs1 million from Rs250, 000 for the 2011-12 fiscal year (The Express Tribune).

Government ordered public sector schools to involve parents and other community members compulsorily in schools and organize them through an elected body known as Parents Teachers Councils (PTCs) /Schools Managements Councils (SMCs). These bodies consisted of eight members in whom five were elected parents, while Principal/Head Master of the concerned schools acted as Secretary of the council, remaining two members were nominated by the council in which one was to be an influential person and second from amongst retired government servants.

Khyber Pakhtun Khwa was the first province of Pakistan where such councils were established in 1993. Twenty-three thousand parent-teacher

councils are currently working in the province to improve literacy rates and involve more parents in their children's education. The PTCs comprise five parents, a senior school teacher and a retired government employee.

1.9 Aims and Objectives of Parent-Teachers Councils

The establishment of PTC is a revolutionary step towards community participation. These councils are responsible for helping schools in improvement of teaching, discouragement of absenteeism, collection of funds, maintenance of school building and financial help of deserving students.

The purpose and objectives of PTC are to promote the welfare of the children, to realize parents' of their importance and practical involvement in their child's education, take steps to decrease the drop-out rate of children and turn-over rate of teacher's; develop a strong relation between home and school, so that parents and teachers may co-operate intelligently in the education of the students. Enhance a relation between educators and general public to work for the development of physical, mental, social and spiritual education of children (Govt. of Pakistan, 2002).

Establishment of PTA is not only beneficial to the students but to the institution for the solution of problems such as ghost schools, corruption, under funding, dilapidated building, no drinking water, toilet and playground.

1.10 Challenges to the Implementation of Inclusive Education

It is increasingly recognized that significant numbers of children with disabilities do not have the opportunity to attend school on a regular basis. Some never enter school; others may start but often make poor progress and 'drop out' (Croft, 2010). Despite the perceived advantages of an inclusive model of education for students with disabilities, significant issues remain unresolved, discussed as under:

1.10.1 Separation of the Mainstream and Special Education Ministries

A world report on disability, produced jointly by the World Health Organization (WHO) and World Bank, summarize much of the recent research evidence regarding what prevents disabled children from accessing a quality education. The report concluded that there is a systemic problem of divided ministerial responsibilities that responsibility of education of disabled children is of a different ministry than that responsible for the education of non-disabled children. This division reflects the view that the disabled needs welfare rather than equity in educational opportunity, and leads to segregated provisions to disability.

1.10.2 Changing Socio-Political Climate

Forlin (1997) argues that the increasing implementation of national standards in many countries, increased emphasis on examination results and increased bureaucratic demands on school administrators makes the commitment to inclusive education very difficult.

17

Some mainstream schools are prepared to advertise that they accept students with significant special needs only for good reputation (Konza 2003).

1.10.3 Teacher Resistance to Inclusion

The practical implementation of inclusion places considerable pressure on individual teachers who are in the frontline of the inclusion process (Florien 1998).

Australian research has revealed that many teachers are resistant to the inclusion of students with significant problems, particularly those with more severe intellectual disabilities, and emotional or behavioral disorders (Center, et al. 1985; Center and Ward 1987; Conway 2002; Graham and Prock 1997; Ward et al. 1994; Westwood and Graham 2003).

One third of beginning teachers who had students with severe emotional and behavioral disorders in their classrooms, resigned due to the same reason (Ewing 2002).

Principals, resource teachers and psychologists are less optimistic, and classroom teachers, those who face the daily responsibilities of the student in the classroom, are least enthusiastic about the inclusion of students with more severe disabilities (Center and Ward 1989; Mansettand Semmel 1997; Ward et al. 1994).

Surveys of teachers in 14 countries found that teachers resisted the inclusion of students with more significant disabilities. Researches In other countries such as U. K., U. S. and Zimbabwe supported the similar

18

findings (Thomas 1985; Mpofu 2003; Kasayira, Mhaka, Chiresh, and Maunganize 2007).

1.10.4 Teachers' Perceived Lack of Competence

Center and Ward (1987) proposed that teachers' resistance reflected a lack of confidence in their own instructional methodologies, and in the quality and amount of support offered to them. This leads to reluctance to integrate any students who placed additional demands on them.

Teachers report significant feelings of inadequacy in regard to teaching students with special educational needs (Mukhopadhyay, Nenty, and Abosi2012; Carol et al. 2003; Gould and Vaughn 2000; Schummand Vaughn 1992).

Teachers demanded for more resources, funds and support for teaching materials and equipment's (Bennett, Deluca and Bruns 1997).

1.10.5 Inadequate Pre-Service Training and Professional Development

Both pre-service and in-service courses that address the skills and the attitudes of teachers towards students with disabilities are deemed insufficient by many teachers (Bartak and Fry 2004; Gary et al. 2002; Gould and Vaughn 2003; Jahnukainenand Korhonen 2003; Van Kraanyenoord et al. 2000; Westwood and Graham 2003).

There are significant information gaps between teaching practice and the stated policies of educational bodies (Eraclides 2001).

Many teachers struggle with the tension between accommodating the special needs of some students and believe that making any accommodations is unfair on other students (Lavoie 1989).

Many teachers express concerns about assessment procedures if the curriculum has been greatly modified, and how assessment of modified material can then be judged against external assessment procedures (Cochran 1998; Romano and Chambliss 2000).

Similarly, Mostert et al. (2002) and Naanda (2005) led studies in Namibia, and the results showed that the attitudes of the teachers towards the students with disabilities were not favorable. They held the opinion that the responsibility of teaching students with disabilities lies with the special education instructors only. This, because they lacked appropriate awareness and training of special education at all levels of teachers' training.

1.10.6 Large class sizes

Vaughn et al. (1996), and Scruggs and Mastropieri (1996) reported teachers' dissatisfaction with large class sizes, despite the inclusion of students with significant additional needs.

Inclusive class sizes are often no smaller than other classes, and do not allow for the additional individualized attention some students need (Avrimidis et al., 2000; Westwood and Graham 2003).

The larger class sizes affected the teacher interactions with learners, making it limited. Large class sizes also hindered the revision of

learning materials, use of differentiated instructions, and peer-assisted learning. This fact is affirmed by the findings of a study in Lesotho by Johnstone and Chapman (2009) that revealed that large class sizes tend to adversely affect the social and intellectual growth of students with and without disabilities.

1.10.7 Insufficient Curriculum Resources and Aide Support

Inadequate teacher aide time and curriculum support in the form of modified materials were highlighted by a number of researchers (Avrimidis et al., 2000; Westwood and Graham 2003). The practical application of inclusion has remained limited due to the insufficient provisioning of necessary school facilities and teachers' training programs, as well as the lack of an effective and comprehensive accessibility design approach for physical school environments. Such specialized adjustments include ramps, modified toilets, large print or Braille materials, unavailability of which made many students unable to attend their neighborhood school. Scruggs and Mastropieri (1996) identified 28 reports published between 1958 and 1995 that provided original data related to teacher attitudes toward inclusion and the results showed that out of 10,560 teachers, only one-fourth teachers had sufficient time, training, or material resources to actually implement inclusion successfully.

1.10.8 Negative Social Attitudes

Another important explanation for ineffective inclusion and discrimination of disabled children is that people hold negative attitudes and stereotypes towards these children (UNESCO 2009).

In fact, attitudinal barriers to inclusion and disabilities are even greater than economic difficulties in developmental countries (Bardon, Sipperstein, and Parker 2008; KrohnNydal 2008; Stubbs 2002).

Forlin and her colleagues (2001) found in their survey of pre-service teachers that many students felt extremely uncomfortable in their dealings with people with disabilities because it forced them to confront their own fears of being disabled.

A research by Anumonye (1994) in Nigeria at primary level of education revealed that the children with special needs were not socially accepted by their mainstream peers. They just sat in the classroom quietly and never participated in and outside the classroom.

While studying the attitudes of literate and non-literate persons, Akhtar (1994) reported that most literate respondents believed that children with hearing disabilities could lead a successful life. Non-literate respondents, however, often believed that disability was a curse. They believed that children with disabilities were a burden on society.

1.10.9 Increased Administrative Demands

The administrative demands that accompany a child with special educational needs are seen to be overwhelming (Folin 1997). The need for

22

annual submissions for funding; the legal requirements of individualized education programs for some students; the burden of complex data collection required for procedures such as functional assessments (Axelrod 1987); and reports for other professionals such as child psychiatrists, counselors, pediatricians, itinerant services or community-based personnel who may be involved, are further causes of anxiety and increase the reluctance of teachers to include students with special needs in their classrooms. School heads complain about lack of funds and power to make decisions related to teachers' allocation, reduce class sizes and arranging special education training programs (Mukhopadhyay, Nenty, and Abosi 2012).

1.10.10 Parents' Concerns

Results of a study conducted by Bennett, Deluca and Bruns (1997) showed that parents exhibited a high degree of involvement in the parent-teacher team and made maximum possible advocacy efforts to get their child with special needs the required resources and facilities. However, parents of the special students are not always satisfied that their children are being offered the best education when teachers spend additional time and resources on students with special needs.

A study conducted by Bennett, Deluca and Bruns (1997) revealed that some parents are over involved in their child's educational matters. Teachers often complain of their 'intrusive' behavior and felt that they

could never satisfy highly active parents no matter what possible cooperation they might offer to them.

1.11 Statement of the Problem

The attitude of society in Pakistan to people with disabilities is generally positive. It is more favorable in rural areas than in urban areas. However, lack of knowledge about the capability of disabled people results in a low profile for children with disabilities. Lack of educational facilities exacerbates their problems. History reveals that the education of children with special needs was mainly in the hands of religious institutions. At the time of independence, only a few schools were functioning for the education of children and adults with disabilities. Following independence, some private institutions became active in providing educational opportunities to children with special needs.

There are ongoing debates in Pakistan regarding the promotion of inclusive education. Opponents of inclusive education argue that the people responsible for formulating policy are international experts who are ignorant of the situation that prevails in the country. Those attempting to apply inclusive education at the grassroots have tried to implement indigenous methods to educate challenged children.

Teachers, administrators, professionals and parents are, to some extent, aware of the concept of inclusive education, but are not sure how it is implemented in an ordinary setting. It is important to keep in mind the extent of public education at the primary level if an effective plan for

inclusive education is going to be implemented. The number of primary schools in the public sector in Pakistan is 106,275 (Bureau of Statistics, 1998), and there are 278,051 teachers working in these schools. The federal Ministry of Education will have to make modifications to school environments, adapt the curriculum for special needs, and train teachers in order to build their capacity for undertaking the challenge of inclusive schooling. For this purpose, sufficient financial resources, new infrastructure and a new vision of education for all are facilitating elements.

Since inclusive education is a new concept; a few private schools are striving to create an inclusive environment through experimentation with various approaches. These approaches include establishing new inclusive schools; giving access to children with disabilities to existing schools; persuading children without disabilities to join special education institutions; keeping children with special needs within regular school although in separate classrooms; and supporting schools with multigrade inclusive classrooms.

On the other hand, parental involvement in the accomplishment of homework, attending parent-teacher meetings and other school events, has always been positively linked to student achievement rate. In addition, parental involvement has also been linked to student motivational, cognitive, and social and other psychological attributes that positively contribute in students' academic success.

Parents could help their children and concerned schools in a number of ways, such as assistance in home works, retention of lessons, paying visits to schools, contacting teachers to ask about academic condition and social behavior of their children, providing financial donations, granting stationery and uniforms, supplying construction material and in offering teaching services to schools. Due to such type of involvement of parents and community, academic and social aspects of children improved in various countries. Government of Pakistan and Provincial Government of Khyber Pakhtunkhwa decided to involve parents in schools on regular basis. For this purpose bodies like "Parents Teacher's Councils" (PTCs) were formed. Their aim was to cooperate with school in enrolments, teaching, and parenting, discouraging students/teachers absenteeism and minimizing unnecessary interference in schools.

PTC is a platform that provides an opportunity for parents of children with special needs and their teachers to put combined efforts to satisfy the needs of the children as well as maintaining the academic performance of the school. PTA furthers the school's progress by acting as a liaison between the school administration and the parents, evaluating parents' development and motivation level by inviting them periodically to review their child's progress, conducting various social events and co-curricular activities and encouraging them to participate in the emotional and social development of their child. PTA provides parents and students

26

opportunity to interact, provide feedback and exchange ideas with school management.

This study explores the potential of the parent-teachers councils for implementing inclusive education in the twin city of public schools of federal/capital city of Rawalpindi. Since no legislative orders have yet been passed on to public sector educational institutes by the government, binding them to implement inclusion in their respective environments on practical grounds, and the only a few examples of inclusion in education are there, that too, practiced by private entities, there is a hope in utilizing PTC resources and capacities to promote and implement idea of inclusion. By involving parents and communities, mobilizing the local resources and removing the social, economic, behavioral and structural hurdles, parent-teachers councils can prove to be a strategic tool in the implementation of inclusive education in both theory and practice.

1.12 Objectives of the Study

Although neither the parent teacher's councils are practically active in public schools of Pakistan, nor the concept of inclusion has been accepted and implemented widely throughout the country, yet this study focuses on combining the positive features and advantages of the both, in order to gain a nation-wide acceptance of inclusive education and its subsequent implementation. The main objectives of the study are as follows:

1) To assess the state of special needs and inclusive education in Rawalpindi . to document the special needs of the children with disability and the extent to which their special needs are being met.

2) To discover the current practices of PTCs and their effectiveness in respective vicinities. To draw upon these findings the level of involvement of the parents, school management and the teaching staff in the development of students' abilities.

3) To identify and document model practices in the area of inclusive education, and to highlight the mechanisms and strategies that have proved effective, the areas of concern, and the constraints in successfully mainstreaming children with disabilities.

4) To provide recommendations for a combination of PTC practices and ideas of inclusion, based on the lessons learnt, in order to strengthen the capacity of the government and other partners, such as the community and the parents to bring about policy reforms, ensure adequate resource allocation, and promote programming that supports inclusive education.

1.13 Significance of the Study

The Convention on the Rights of the Child spells out that 'all children have access to and complete an education of good quality'. While the human rights principle of universality means that the wellbeing of all children is important, applying a rights-based approach to programming must prioritize the needs of the most disadvantaged. This study focuses on

policies and practices in education for children with disabilities in Rawalpindi, Pakistan. The work also documents initiatives that are practicing inclusive education in the area.

The obstacles to a good education faced by millions of children in Pakistan are daunting enough. For the 10% of the region's young people who are estimated to have some kind of disability, the barriers are compounded. This research has looked at examples in Rawalpindi of how such children are given schooling, and whether this is the type of education they have the right to expect.

Several initiatives have been taken by governments, NGOs, INGOs, UN agencies and others for addressing the special educational needs of children with disabilities. Some have demonstrated successful models of special and inclusive education. However, a comprehensive analysis of these initiatives has not yet been undertaken in Pakistan. This study will draw on good practice models of special needs and inclusive education to increase the knowledge base and strengthen the capacity to develop or improve existing programs in this area. It is also expected to serve as an advocacy tool for promoting inclusive education.

Chapter No. 2

REVIEW OF THE RELEVANT LITERATURE

2.1 The Right to Equal Education

The right of disabled children for inclusive compared to segregated education is increasingly acknowledged as a basic right of the child (UN Convention on the Rights of Persons with Disabilities, 2006). The Salamanca Framework for Action (UNESCO 1994) played a critical role in highlighting that inclusive education is a key strategy for providing education to all regardless of any difficulties or differences children may have.

A study conducted by Mangopei et al.. suggested that the access to equal education is necessary for every learner regardless of ability, and there is no justification for excluding certain children from mainstream environment. However, some children, who have certain unidentified special needs, remain deprived of the benefits of inclusion, and the assessment of learners at an early stage is vital in order to ensure that schools are able to provide them with the necessary services to support their in-classroom learning.

Analysis

The provision of getting education on equal level of available facilities is a basic right for every child. To segregate the children with special needs into specially designed classrooms and separating them from the mainstream education environment, customary means and ways of socialization and a bigger chunk of society, is injustice to the special

children. Segregation and departure from the mainstream environment would make them alienated and even hostile to the society.

2.2 Effect of Parents' Involvement on Child's Education

Parental involvement in the accomplishment of homework, attending parent-teacher meetings and other school events, has always been positively linked to student achievement rate. In addition, parental involvement has also been linked to student motivational, cognitive, social and other psychological attributes that positively contribute in students' academic success.

Ceperley (2005) reviewed 24 different studies conducted in United States of America on subject of families' involvement in schools. The review showed supported the fact that students who were supported by their families had higher academic achievements than those who had less or no support. It also suggested that continuous support of the family resulted in continued education of the child.

Bronfenbrenner's (1974) concluded that strategies for early involvement of parents were more effective in improving the child's performance than those that did not include parent involvement.

Analysis

Support from the family, especially from the parents' side is very crucial in a child's early development. Parents who take interest in their child's educational and non-academic activities, indirectly bring up them with a greater confidence level and self-trust. Children are encouraged by

32

the parents and family's support and often show higher levels of achievements in curricular and extracurricular activities.

2.3 Parent-School Relation

Teachers' invitations to the parents are powerful because parents wish to know about their child's performance in the class, create a two-way parent-teacher communication path, and encourage students to spend more time in doing their homework (Dempsey 2005).

The school environment includes school structure and management practices, enhances parents' involvement and subsequently, produces better academic results (Dempsey 2005).

Kechia (2007) proposed that in order to promote good parent-school relations, parents must be guided and welcomed by the teachers and the school administration. They should be allowed to visit classrooms to observe teaching, and must be provided with flexibility of time.

Sinclair and Christenson (1992) propose that parent's involvement in their child's education is most influence by the efforts made by teachers and schools. Teachers' beliefs about the importance of parent involvement, their comfort level with parents, and their ability to communicate with parents on an equal basis influence individual teacher practices. However, little empirical evidence is found on these propositions.

Analysis

Teachers are the bridging element between parents of the students and the school administration. They create a two way communication, help in sorting out parents' grievances and deliver performance reports to their children, periodically. They also take feedback from the parents on schools' environment and educational policies, and convey it to the school administration. In this way, they work as a ventilator for both parents' grievances and their own complaints about poor performance of students.

2.4 Power Relations between Parents' and the Authorities

Results of a study conducted by Bennett, Deluca and Bruns (1997) showed that parents exhibited a high degree of involvement in the parent-teacher team and made maximum possible advocacy efforts to get their child with special needs the required resources and facilities.

A case study research of three mothers conducted by Allen, Bennett, DeLuca, (1994) showed that parents desire to form positive relationships with professionals and to be valued as members of the team. In an interview of 12 parents conducted by the same group, the parents described many non-supportive relationships with professionals.

A study conducted by Riddell, Brown and Duffield (2005) showed that parents of children with special needs, belonging to middle class group, have a lack of power to mobilize resources to make educational provisions for their children and find it difficult to make alliance with the authorities. Parents with volunteer advocacy organizations at their support have succeeded to argue for improved level of resources, but the parents

34

with low advocacy support are unable to raise their voices up to authorities' ears and the educational provisions for their children might be worse.

Analysis

Owing to the lack of legislative procedures and deficiencies in the law for equal educational rights (in the form of inclusion) for all, parents are forced to struggle for their child's special needs themselves. Often, parents who belong to sound social status, use their influence to get their child's needs fulfilled, but the parents belonging to lower social status or having no support for advocacy, find themselves helpless. They can neither raise their voices to an audible level nor do they have other resources to put influence on the authorities. Their children are the most affected students with special needs.

2.5 Power Relations between Teacher and the Student

In the hierarchy of social relations, the teacher is always been placed at a higher position because of his/her knowledge and expertise, and is further endorsed by the prevailing teaching practices. The students are not allowed to truly speak for themselves, and are often misunderstood, both by the teachers and their parents (Allins 2014). In case of a research, too, the student is thought of as an apprentice and not as equal partners or collaborators, no matter how essential is to recognize them as researchers for a better learning.

This power-distance between the teacher and the students divide them into 'they' and 'us' categories. Later on, when the fresh graduates become teachers themselves, there comes a change in the power hierarchy and now the elder professor and the new teacher might work together with better understanding of the students' collaboration issues.

Thus, Allins (2014) suggests that empowering students, reducing the power distance and communication gap between the student and the teacher, as well as giving them a status of researchers in the collaborative process might enhance their engagement and learning that is a key goal of the scholarship of teaching and learning model.

Analysis

This is true especially in the context of third-world countries, where a person designated on any post may oppress the subordinate. No sharp boundaries for the use of power and force against the other person are defined and deficiencies in law enforcement procedures make the situation worse. In a Pakistani public sector school, often physical force and abusive language is used against students by their teachers. Students are unable to take stand against their teachers and thus, endure the ill-treatment, having no other option. This situation lessens the child's self-confidence, distorts his personality and often induces him to suicide.

2.6 Effects of Teacher's Collaboration on Pupil's Education

The scholarship of teaching involves an intellectual commitment from the teachers, and a strong communication and building relations with

the students to make them understand better, why what they are learning. Thus, collaboration has been recognized as an essential part of the Scholarship of Teaching and Learning process by several authors recently.

An environment of greater sharing, where two or more people attempt to learn together in an equal participation, is collaboration. It is a dynamic process that has to be renewed at each stage of relationship development (Allin 2014).

A purposive research by Allin (2014) suggested the Use of technology as in e-learning activities such as chat rooms and discussion blogs, which can enhance collaborative learning and involvement of the students.

Analysis

This is an era of modern electronic technology and internet facility. A huge bulk of information can be transferred to the other side of the world on a single click. This speedy transmission of knowledge has made it possible to collaborate with people all around the world and teachers are now connected with millions of pupils overseas. The use of modern technology and e-sharing of information is a good source of learning and strengthening student-teacher relationship by a two way transmission of knowledge.

2.7 Effects of Parents' Social Status on Child's Education

Data collected from the parents of children with mild learning and behavioral difficulties, in their last year of compulsory education, through

a large-scale survey in England by Casey et al.. (2006) revealed that mainstream schooling has a positive effect on the aspirations of these students, especially to students whose parents are in higher status occupations.

Parents' life-context variables such as time, energy, knowledge and skills are directly related to their Socio-Economic Status (SES) (Dempsey 2005). Parents with lower SES work for long hours and are unable to give quality time to their child's education. Similarly, owing to the lower SES, their school related knowledge and skills are also limited because of their less schooling and lower access to professional support.

Analysis

Children born to parents with high social and economic status have relatively better future prospects and have greater exposure to life's opportunities. Moreover, parents free of economic and social worries tend to spend more time with their children and thus, contribute more in grooming of their children, encouraging them and giving them a higher self-confidence.

2.8 Role of Parent-Teachers Council (PTC) in Child's Education

PTA is a platform that provides an opportunity for parents of children with special needs and their teachers to put combined efforts to satisfy the needs of the children as well as maintaining the academic performance of the school. PTA furthers the school's progress by acting as a liaison between the school administration and the parents, evaluating

parents' development and motivation level by inviting them periodically to review their child's progress, conducting various social events and co-curricular activities and encouraging them to participate in the emotional and social development of their child. PTA provides parents and students opportunity to interact, provide feedback and exchange ideas with school management.

Analysis

Parent-teachers councils are very effective in developing a child's social and academic life and bridging the gap between parents and school administration. They are an effective source of keeping the parents up-to-date with the current school activities and policies and gives them a periodic feedback on child's performance. Through this platform, teachers and parents can put combined efforts in the form of a team to enhance the learning capacities of students and giving them better chances of development. This is the very source through which parents of children with special needs can convey their concerns to the school authorities and work together with teachers to fulfill the needs of their special children.

2.9 Embracing the Idea of Inclusion

The idea of 'inclusive education' has been much discussed in the special education literature, but has received no similar reception in the general education literature, and many parents, educators and policy-makers are still uninformed of its theory and practice (Murphy 1996). Therefore, before implementing an inclusive education system, its

effectiveness, legal and financial concerns, and its consequences for general as well as special children, must be considered deeply, through participation from all the stakeholders.

Bricker (1995) describes three factors that influence the practice of inclusion: 1. Attitudes, for example, views about inclusion; 2. Resources, for example, access to specialists and collaborative planning; and 3. Curricula, which must be activity-based, promoting interaction.

Analysis

In the last few decades, educational provisions for learners with disabilities have changed. More learners with special needs are studying side by side in regular school with their peers who do not have disabilities. This concept is commonly known as inclusive education. It is based on the principle that all children regardless of ability or disability have a basic right to be educated alongside their peers in their neighborhood schools (United Nations Educational, Scientific, and Cultural Organization, 1994).

There is a need for general awareness of idea of inclusion and its implementation after a thorough research and assessment of the overall environment, potential for inclusion and legal and financial costs of the procedures.

2.10 Teachers' Acceptance of Classroom Diversity

Results of a study conducted by Bennett, Deluca and Bruns (1997) showed that the teachers exhibited a favorable attitude towards students

40

with disabilities, yet demanded for more resources, funds and support for teaching materials and equipment's.

Scruggs and Mastropieri (1996) identified 28 reports published between 1958 and 1995 that provided original data related to teacher attitudes toward inclusion. These reports showed that approximately two thirds of the 10,560 teachers surveyed, supported the concept of inclusion. However, only one fourth of these teachers reported that they had sufficient time, training, or material resources to actually implement inclusion successfully.

A case study research conducted by Mukhopadhyay, Nenty, and Abosi (2012) in the primary schools of Botswana South Central region discovered that the teachers prefer to teach learners with milder disabilities as compared to severe impairments and complain about the lack of resources, inadequate training for special education and feel themselves under qualified to implement the inclusion process.

In Zimbabwe, researches, such as conducted by Mpofu (2003), Kasayira, Mhaka, Chiresh, and Maunganize (2007), have poured light on the attitudes of Zimbabwe's school personnel toward inclusion of learners with disabilities in regular schools. The findings of these studies reported negative attitudes of teachers toward including such learners in general education classrooms. However, principals of schools were found to show more favorable attitudes toward students with disabilities than was shown by classroom teachers.

41

Similarly, Mostert et al. (2002) and Naanda (2005) led studies in Namibia, and the results showed that the attitudes of the teachers towards the students with disabilities were not favorable. They held the opinion that the responsibility of teaching students with disabilities lies with the special education instructors only. This, because they lacked appropriate awareness and training of special education at all levels of teachers' training.

Another study conducted by Johnstone (2007) supported the evidence that although teachers possessed a favorable attitude towards children with disabilities, they did not make any instructional adjustments to meet the learning needs of the students with disabilities.

Analysis

Most of the researches affirmed a positive attitude of mainstream education teachers toward the children with special needs. However, there is a dilemma of availability of resources and appropriate special education training. Teachers who favor inclusion lack resources, and rest of the general instructors pay no consideration whatsoever to teach special children. This is due to unawareness of special needs, disrespect for difference and the already implemented segregated model of special education.

42

2.11 Relations between Disabled and Non-Disabled Students

A research by Anumonye (1994) in Nigeria at primary level of education revealed that the children with special needs were not socially accepted by their mainstream peers. They just sat in the classroom quietly and never participated in and outside the classroom.

However, another study revealed the fact that peers of the learners with disabilities showed a higher level of acceptance for their class fellows and exhibited no problems in studying along with them. The students with and without disabilities freely interacted in and outside the classrooms, and took part in combined curricular and group activities.

Studies focusing on the perception of children with disabilities revealed that they like to study with other children but are unsure of their capabilities and fear the reaction of other children. Hayat (1994) found that most children who have disabilities were eager to attend ordinary schools as they found it pleasant to study and play with other children. They believed that this would improve their academic achievement and remove the stigma associated with disability. However, they feared that they might be teased or not be able to keep up with the class. Batool and Mehmood (2000) found that children with visual disability expressed similar views.

Analysis

Peers have a great influence and impact on the social life of students. They learn a lot from their peer circle and the company often

43

determines the later pathway for his life and career. Encouragement and involvement from peers give great support and confidence to the children with special needs. They do not feel themselves alienated and out of the place. This contributes a great deal in their personality development and behavioral modification.

2.12 Over-Involvement of Parents

A research conducted by Dempsey et al. (2005) found that some parents are over involved in their child's education and need less or no incentives to get involved any further. They believe that priority must be given to their child and their own views, often at the cost of exclusion of other children and their respective family views.

Another study conducted by Bennett, Deluca and Bruns (1997) revealed that some parents are over involved in their child's educational matters. Teachers often complain of their 'intrusive' behavior and felt that they could never satisfy highly active parents no matter what possible cooperation they might offer to them.

Analysis

Some parents are over possessive and over worried about the special needs of their children. They try their level best to provide for their children whatever is offered by the current educational and technological development. For this purpose, they advocate and struggle for securing rights' protection which often vexes the school administration because the

school administration has already been facing lack of funds and resources to provide for their special needs.

2.13 Parents' Grievances against Schools

The experiences of the British parents, who have their children with special needs studying in the mainstream education system, were found to be negatively affected when the mainstream education expected more than the special child was able to exhibit. There is a constant discrepancy between the 'philosophy of equal rights' for the children with special needs (in the form of inclusion) and the institute's priority for educational performance. Highly structured testing and strict examination pattern leaves little room for difference of abilities and creativity of minds.

Research findings revealed that majority of parents are not satisfied with the performance of PTA in their child's school (Hussain 2005) and claimed that PTA is not functioning well owing to the inappropriate or insufficient training of the Chairman and members of PTA in the PTC matters. Another reason was the absence of correspondence between the PTA board and the educational ministry officials.

Analysis

Inclusive education has not been implemented anywhere in its real spirit, though in theory it has been widely accepted and models of it are practically implemented in nearly all Western countries. There comes a discrepancy where the expectations of the school for the achievement of higher grades confront the children's ability of performing

creatively/differently than the others. Schools judge their performances on the base of highly structured and strict examination patterns, which often prove to be difficult for children with mild learning disabilities. Moreover, some teachers also refuse to cooperate with the parents of special children to put combined efforts for their development. Corruption and legal/financial complications also account for the parents' grievances against PTC and inclusive education.

2.14 Inclusion-A Success

Several studies, such as done by Malgorzata (2007), Mdikana and Ntshangase (2007), and Mastropieri and Scruggs (2000) have suggested that over the period of last ten years, inclusive education has brought social, academic, and even financial benefits to the school systems and children.

Interviews with parents of children with or without disabilities, ages 5-20 years conducted by Ryndak et al. (1995) and Turnbull, Winton, Blacher and Salkind (1982), indicated that inclusive classrooms produced several positive benefits, but also demanded for particular staff attitudes and qualifications.

A study conducted by Nasir, Farooq and Ali (2013) in public sector schools of KPK, Pakistan, found that parental involvement in schools was effective for the academic and social uplift of schools and that the role of parents in supporting school administration was positive.

Similarly, focus group research by York and Tundidor (1995) indicated that positive attitudes and cooperation among staff and trained professionals facilitate inclusion success, and additional training, extra time for collaboration, and increased parent involvement are priorities for change.

Analysis

Inclusion, if implemented in its true sense, can prove to be a great development promoter in a society. Disabled children studying, playing and participating in all social activities side by side non-disabled children can produce a great social change. Accepting diversity and appreciating creativity instead of strict predefined procedures can push academic progress to a very high level.

2.15 Obstacles in The Way of Inclusion

A case study research conducted by Mukhopadhyay et al. (2012) in the primary schools of Botswana South Central region discovered that despite the fact that more learners with disabilities are now studying alongside their peers with no disability, the Regular classrooms fail to support the learning needs of all the learners with disabilities. While school heads also complained about lack of funds and power to make decisions related to teachers' allocation, reduce class sizes and arranging special education training programs.

Rogers (2007) stated that inclusion within mainstream schools has been implemented by local NGOs, however, inclusion in practical sense is

hindered by the fact that institutions pay more emphasis on academic performances than on difference and creativity, disallowing children with special needs to cope up with their expectations.

Durak and Erkiliç (2012) claimed that inclusive education, which provides equal opportunities to a wide spectrum of students, has been adopted as the dominant educational practice in primary schools worldwide, including Turkey. However, its practical application has remained limited due to the insufficient provisioning of necessary school facilities and teachers' training programs, as well as the lack of an effective and comprehensive accessibility design approach for physical school environments. Such specialized adjustments include ramps, modified toilets, large print or Braille materials, unavailability of which made many students unable to attend their neighborhood school.

The larger class sizes affected the teacher interactions with learners, making it limited. Large class sizes also hindered the revision of learning materials, use of differentiated instructions, and peer-assisted learning. This fact is affirmed by the findings of a study in Lesotho by Johnstone and Chapman (2009) that revealed that large class sizes tend to adversely affect the social and intellectual growth of students with and without disabilities.

Another important explanation for ineffective inclusion and discrimination of disabled children is that people hold negative attitudes and stereotypes towards these children (UNESCO 2009).

48

In fact, attitudinal barriers to inclusion and disabilities are even greater than economic difficulties in developmental countries (Bardon, Sipperstein, and Parker 2008; KrohnNydal 2008; Stubbs 2002).

While studying the attitudes of literate and non-literate persons, Akhtar (1994) reported that most literate respondents believed that children with hearing disabilities could lead a successful life. Non-literate respondents, however, often believed that disability was a curse. They believed that children with disabilities were a burden on society.

Analysis

Although the idea of inclusion is endorsed by the UN convention of human rights, very few people know about it. This is the very reason; disabled children face ridicule and discrimination by the other able segments of society. Even if the inclusion really happens, there is a lack of funds to provide for sufficient resources to the children with special needs. Large population in a single class make it difficult for the teacher to give every student individual attention. Teachers of the mainstream education lack special education training and very often, they are void of any interest to teach the disabled children. School administration also falls short of decision making power and allocation of classrooms and designing special training programs for the teachers.

ASSUMPTIONS

1. Special children can lead a successful life. Assessment of the learners' special needs at an early stage is vital to ensure schools

are able to provide them with the necessary services. Parents make advocacy efforts to get their child with special needs the required resources and services.

2. Parental involvement in the accomplishment of homework, attending parent-teacher meetings and other school events is positively linked to student achievement rate at all levels of education. Parents' involvement in school activities result in social and academic uplift of school.

3. PTA is a means for providing an opportunity to parents and teachers to put combined efforts to satisfy the special needs of the children. Teachers' invitations to the parents keep them informed of the child's performance in the class, create a two-way parent-teacher communication and encourage students to spend more time in doing their homework. Level of comfortability and communication with parents influences individual teaching practices.

4. Positive attitudes and collaboration among staff and trained professionals facilitate inclusion. Parent-teacher relations are strengthened by continuous guidance from the school management and welcoming attitude. School structure and management practices affect parents' involvement, ultimately affecting child's educational performance. Parents exhibit a higher level of participation in a parent-teacher team. Parents desire to form

positive relationships with professionals and to be valued as members of the team.

5. Teachers are at a more powerful position in the educational hierarchy and student is unable to speak his mind. Reducing the power-distance and communication gap, as well as promoting collaboration between students and teachers results in greater learning and development of students. Use of assistive learning techniques enhances the collaborative learning of students.

6. Inclusive education system brings social, academic and even financial benefits to school. Mainstream schooling of special children has positive effects on their aspirations. Many parents, educators and policy-makers are uninformed of inclusion theory and practice. Effectiveness of inclusion, legal and financial concerns, and its effects on mainstream as well as special children must be considered deeply before implementation. Attitudes and views about inclusion, access to special resources, and curriculum designed for all, are crucial variables determining inclusion practice.

7. Socio-economic status of parents directly affects the child's academic performance. Middle class parents are often unable to get resources and educational provisions for their special children.

8. Mainstreaming of education enhances teacher's competency. Mainstream teachers possess a favorable attitude toward diversity

in their classroom. The greater the experience of inclusion, the greater the concern teachers felt for students with special educational needs.

9. Highly structured tests and examination patterns are used to judge the performance of all students. Large class sizes put adverse effect on the social and educational development of students with and without disabilities. Failure of inclusive education is due to in availability of ramps, wheelchairs, Braille books, large font material, accessible toilets, sign language instructors, audio-visual aids and syllabus integration.

10. Lack of funds, sufficient time, training of special education techniques, or material resources and services are major reasons in teachers disfavoring inclusion. Teachers prefer to teach learners with milder disabilities as compared to severe disabilities. Mainstream teachers feel themselves under qualified to implement the inclusion process.

11. Special children are afraid of interacting and competing with non-disabled children. People hold negative attitudes and behaviors towards special children. Peers show high level of acceptance for the special children.

Chapter No. 3

CONCEPTUAL FRAMEWORK

3.1 The Social Model of Disability

The origins of this approach can be traced to the 1960s and the term 'social model' emerged from the United Kingdom in the 1980s. The social model of disability identifies systemic barriers, negative attitudes and exclusion by society (purposely or inadvertently) that perceive society as the main contributory factor in disabling people. While physical, sensory, intellectual, or psychological variations may cause individual functional limitation or impairments, these do not have to lead to disability unless society fails to take account of and include people regardless of their individual differences.

The social model of disability is based on a distinction between the terms "impairment" and "disability." Impairment is used to refer to the actual attributes, the abnormality, of a person, including psychological. Disability is used to refer to the restrictions caused by society when it does not give equivalent attention and accommodation to the needs of individuals with impairments. The social model of disability focuses on changes required in society in terms of:

1. Attitudes, for example a more positive attitude toward certain mental traits or behaviors, or not underestimating the potential quality of life of those with impairments

2. Social support, for example help dealing with barriers; resources, aids or positive discrimination to overcome them

3. Information, for example using suitable formats (Braille) or levels (simplicity of language) or coverage (explaining issues others may take for granted)

4. Physical structures, for example buildings with sloped access and elevators

3.1.1 Propositions

Disabled people can achieve social equality by,

1. Creating buildings that are accessible.

2. Producing information in accessible formats.

3. Challenging stereotypes and assumptions.

4. Ending segregated services.

5. Disabled people, doing things for themselves.

3.1.2 Relation with the Study

The social model of disability is opposed to the medical model, which describes human body as a functioning machine. Any disease or malfunctioning in this unit is considered a violation of norms and must be repaired to normal functioning.

Thus, according to the social model of disability, the children with special needs are not impaired, handicap or malfunctioning organs of the society.

It is due to the societal and structural barriers that they have been hindered to perform some of their jobs as many others would do. Removing these structural and social barriers, such as through provision of studying aids and accessible materials, toilets and buildings, teachers with special education training and sufficient opportunities to lead their lives as much normally as other non-disabled children do, Wouldmake them able. Adopting the social model of disability, it would become very convenient for the legislative authorities to make regulatory provisions for the right of equal education of disabled children.
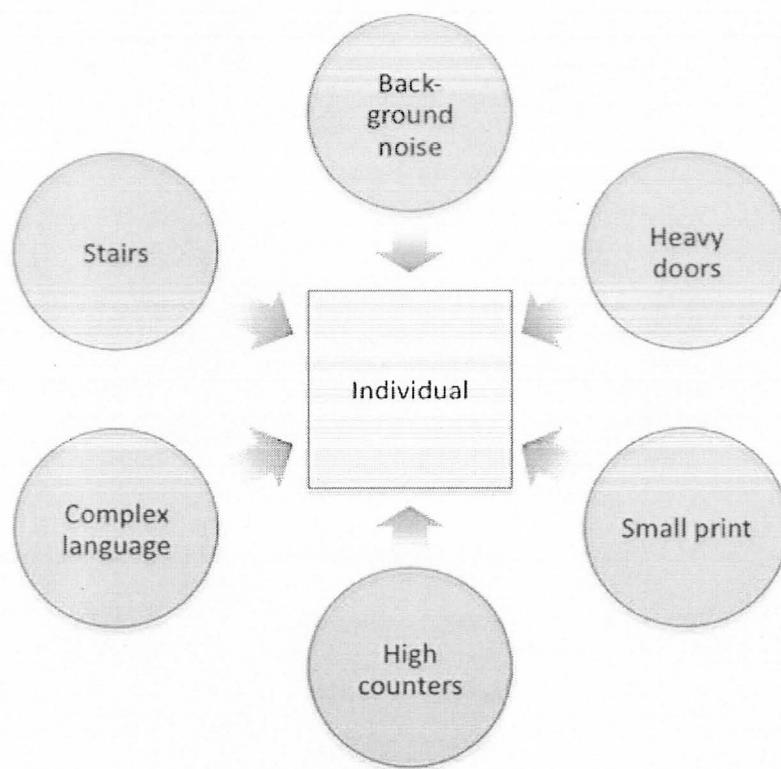
Source: Google Images, A note on the social model of disability (www.accessibletheatre.org.uk)

3.2 The Social Constructionist Model

Vygotsky was one of the first social constructionists. He pioneered a socio-cultural approach to understanding cognitive processes in childhood development (Shaw 2006). Social constructionist emerged during the 1980s and further developed during the 1990s. Social constructionist, or the social construction of reality, is a theory of knowledge in sociology that examines the development of jointly constructed understandings of the world. It assumes that understanding and meaning are developed not separately within the individual, but in coordination with other human beings.

A major focus of social constructionist is to uncover the ways in which individuals and groups participate in the construction of their perceived social reality. It involves looking at the ways social phenomena are created, institutionalized, known, and made into tradition by humans. The social construction of reality is an ongoing, dynamic process that is reproduced by people acting on their interpretations and their knowledge of it. This process also introduces the possibility of change from one generation to the next.

3.2.1 Propositions

The main assumptions of this theory are:

1. Reality is constructed through human activity.

2. Knowledge is socially and culturally constructed through language.

3.2.2   Relation with the Study

The constructionist perspective asserts that a disability-related impairment comes from the relationship of the person with a disability to the socio-cultural environment; thereby the environment is seen as the primary target of intervention. It focuses on the question of how disability is understood in different cultures. How are deficits of the body and mind interpreted and dealt with in different societies? How is an individual's identity as a person affected by the cultural connotations of disability? How do processes of cultural transitions shape the local understanding of disability?

The experience of disability varies across cultures. For example, Edgerton (1985) showed attitudes toward people with impairments varied greatly in non-Western cultures, from negative discrimination, to acceptance, and to positive attribution of supernatural powers. It is very true in case of Pakistan, where people living in backward rural areas stigmatize disability as 'punishment of previous sins' and the educated modernized urbanites regard highly of the disability and advocate for an inclusive environment.

3.3 Social Exclusion Model

More than 50 years ago, the anthropologist and sociologist David Pocock (1957) suggested that processes of inclusion and exclusion are features of all hierarchies which results in social positioning of groups in a

society, that invariably results in oppression and exploitation (Towers 2005).

Exclusion societies seek to separate and compound the favored from the disfavored, and the hygienic from the dirty (Douglas 1966; Sibley 1995). To do this, they collectively create spaces of inclusion and exclusion. Disability is an example of the ways societies create cultural spaces structured by exclusion. This exclusion ensure disabled people are kept in certain places from where they come to understand when they may be out of place, limiting the daily lives of disabled groups hindering their wider interaction with complex subcultures (Baer 2005).

3.3.1 Propositions

The main assumptions of this theory are:

1. Social exclusion divides society into different groups.

2. Members of one group feel opposition for all the other groups and restrict their activities.

3. Segregation is natural and inherent to a society's hierarchy of social positions.

3.3.2 Relation with the Study

The field of special education exists because our society chooses to treat children with distinctive physical and behavioral characteristics differently, because others define them as creating a problem, and because social agencies-such as schools-choose to create special arrangements for

59

dealing with them. Children are often socially categorized in schools. They are grouped on the bases of characteristics that have little bearing on their academic achievement.

Inclusion societies evolve from within such contexts. They are characterized by movements toward greater social justice, equality, and collectivism.
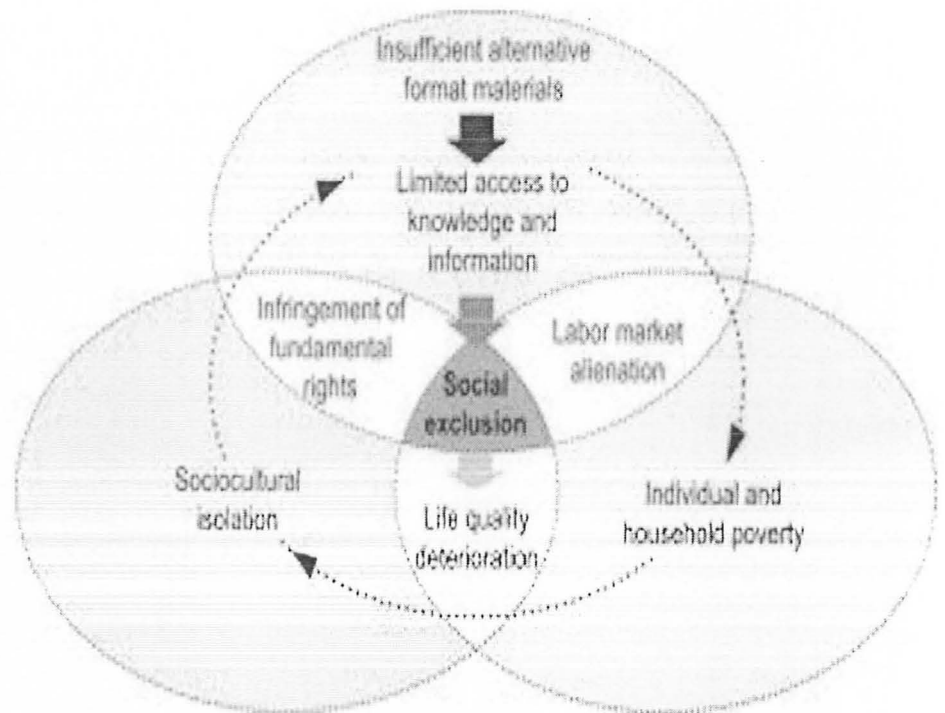
Source: Emerald Insight, Colleration between the Alternative Format Materials and Social Isolation of Disabled People.

3.4 Sick Role Model

The term sick role was coined by Parsons in 1950s which suggests that at the onset of illness 'sick' people should adopt the sick role. Rooted in the assumption that illness and disease obstruct both physiological and

psychological abilities, 'sick' individuals are automatically relieved of all normal expectations and responsibilities. Generally considered unaccountable for their condition they are not expected to recover through their own volition. They are encouraged to view their present situation as 'abhorrent and undesirable', and, in order to regain their former status, are expected to seek help from professional medical experts (Parsons 1951).

3.4.1 Propositions

The major assumptions of this model can be divided into rights and obligations on the sick person,

1. (Right) ill person cannot be blamed for his condition.

2. (Right) he is exempted from normal social roles.

3. (Obligation) He must try to get well.

4. (Obligation) He must seek technically competitive physician and cooperate with treatment process.

3.4.2 Relation with the Study

Parsons' model assumes that regardless of the nature of the condition or the socio/economic factors involved everyone will behave in exactly the same way. It pays little heed to subjective interpretation and endorses only the medical model of disability.

Occupation of the sick role is intended to be temporary. But the same assumptions are applied to people with impairments. The impaired role is credited to an individual whose condition is unlikely to change and

61

who is unable or unwilling to meet the first prerequisite of the sick role – to get well as quickly as possible. Persons with disability have abandoned the idea of recovery altogether and accepted dependency. The impaired role does not require the exertions of co-operating with medical treatment and trying to regain one's health, but the price for this is a kind of second class citizenship (Sieglar and Osmond 1974).

The disabled persons are expected to display a sick role. According to Haber and Smith (1971), the general tendency of the able-bodied population is to treat a disability as an extension of the sick role. Freidson's (1965) states that through the sick role, a person considered deviant finds legitimacy in his deviance. Legitimating is the process of exempting a person from responsibilities and usual role requirements by explaining the behavioral variations in normatively acceptable terms. Disability becomes an acceptable reason for failing to meet the usual social role obligations (Haber and Smith 1971).

It is a fact that disabled children are excluded from participating in the mainstream education, often deprived of education owing to their sick role. They are pitied upon and not allowed to take part in normal activities of life such as learning, sports and labor.
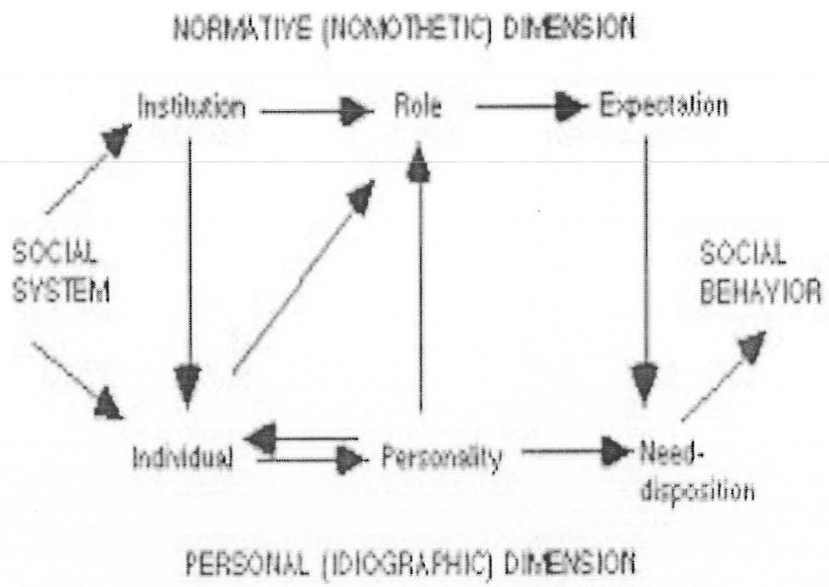
figure 2
Source: Google Images, Edward G. Rozycki, 2012.

Chapter No. 4

CONCEPTUALIZATION

AND

OPERATIONALIZATION

4.1 Conceptualization

Conceptualization of the variables used in the study provides an opportunity to the researcher to have a theoretical and terminological understanding of all the variables and factors affecting his/her research. The researcher gets familiar with the true dictionary meanings of a term and keeps on reviewing them whenever needed.

4.1.1 Disability

"Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Disability is not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives." (World Health Organization 2013)

"The condition of being unable to do things in the normal way." (Merriam Webster)

4.1.2 Inclusive Education

"Students with mild to severe special needs spend most or all of their time with non-disabled students. Inclusion is about the child's right to participate and the school's duty to accept the child. Inclusion rejects the

use of special schools or classrooms to separate students with disabilities from students without disabilities." (Wikipedia)

"Inclusive education means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school." (Inclusion)

4.1.3 Parental Involvement

"Parental involvement is the level of participation that a parent has in their child's education and school." (Derrick Meador 2010)

"Parent Involvement is the participation of parents in school activities. It is the commitment of time, energy, and good will to promote success   for   students." (www2.milwaukee.k12.wi.us/title_i/Web_Pages/what.html)

4.1.4 Academic Performance

"Academic performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals." (Wikipedia)

"Academic performance is the level of schooling you have successfully completed and the ability to attain success in your studies." (Your dictionary)

4.1.5 Motivation

"A reason or reasons for acting or behaving in a particular way; desire or willingness to do something; enthusiasm." (Oxford Dictionary)

"Enthusiasm for doing something." (Cambridge Dictionary)

4.1.6 Special Education

"Classes for children who have special needs because of physical or learning problems." (Merriam Webster)

"Education for children with physical or mental problems, who need to be taught in a different way from other children." (Cambridge Dictionary)

4.1.7 Accessibility

"Easy to approach, reach, enter, speak with, or use." (Online dictionary.com)

"Accessibility is the degree to which a product, device, service, or environment is available to as many people as possible. Accessibility can be viewed as the "ability to access" and benefit from some system or entity." (Wikipedia)

4.1.8 Assistive Technology

"Assistive Technology is an umbrella term that includes assistive, adaptive, and rehabilitative devices for people with disabilities and also includes the process used in selecting, locating, and using them." (Wikipedia)

"Assistive technology is the technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible." (Pakistan Assistive Technology Foundation)

4.1.9 Stigma

"A mark of disgrace associated with a particular circumstance, quality, or person." (Oxford Dictionary)

"A strong feeling of disapproval that most people in a society have about something, especially when this is unfair." (Cambridge Dictionary)

4.1.10 Stereotype

"A widely held but fixed and oversimplified image or idea of a particular type of person or thing." (Oxford Dictionary)

"A fixed idea that people have about what someone or something is like, especially an idea that is wrong." (Cambridge Dictionary)

4.1.11 Cognitive Development

"The developmental process by which an infant becomes an intelligent person, acquiring knowledge with growth and improving his or her ability to think, learn reason, and abstract." (Medical Dictionary)

"The process of acquiring intelligence and increasingly advanced thought and problem-solving ability from infancy to adulthood." (Online dictionary.com)

4.1.12 Socio-Economic Status

"Socioeconomic status is commonly conceptualized as the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation." (American Psychological Association)

"Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation." (Wikipedia)

4.1.13 Parent-Teacher Association

"An organization of teachers and the parents of their students, as within a public school, to promote mutual understanding and to increase the effectiveness of the educational program." (Online dictionary.com)

"An organization of local groups of teachers and the parents of their pupils that works for the improvement of the schools and the benefit of the pupils." (Merriam Webster Dictionary)

4.1.14 Teacher Training

"Teacher training refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community." (Wikipedia)

"Professional preparation of teachers, usually through formal course work and practice teaching." (Online Encyclopedia)

4.1.15 Co-Curricular Activity

"A co-curricular activity is defined as a program or out-of-class activity, supervised and/or financed by the school, which provides curriculum-related learning and character building experiences." (Sarfraz Ahmad)

"An activity related but only complementary to the official curriculum, as a civic or service activity outside the classroom." (Online Dictionary)

4.1.16 Social Exclusion

"Social exclusion is a multidimensional process of progressive social rupture, detaching groups and individuals from social relations and institutions and preventing them from full participation in the normal, normatively prescribed activities of the society in which they live." (Wikipedia)

"Exclusion from the prevailing social system and its rights and privileges, typically as a result of poverty or the fact of belonging to a minority social group." (Oxford Dictionary)

4.1.17 Power Distance

"Power distance is a term that describes how people belonging to a specific culture view power relationships - superior-subordinate relationships - between people including the degree that people not in power accept that power is spread unequally." (Shawn Grimsley)

"Power distance is a way to explain the handling of differences between groups existing in a system. It reflects a culture's attitude towards human inequality." (Brandi Moore)

4.2 Operationalization

In the operationalization stage of variables, the researcher applies social research methods to complete his/her inquiries on the concerned issue, employing the dictionary meanings of the dependent/independent variables and relating them to different social life contexts. This is because, terms and concepts have their different meanings in different social settings and the dictionary meanings are not universally acceptable and applicable.

4.2.1 Disability

In this research, views of the social model are applied and studied through gathering people's perception about disability and impairment. The variable 'disability' was measured by asking questions from different angles, examples are as follows:

Parents: 1. What is the disability of your child? 8. Does this disability hamper the child's studies?

Teachers: 2. Are there any special children in your classroom? 3. What types of disabilities have you been dealing with?

4.2.2 Inclusive Education

This study gathers information on the level of general awareness and acceptability of inclusion education model and general support for its implementation. Following questions were asked from respondents:

Parents: 21. Are you satisfied with the school's policies about accessibility and inclusion? 33. What do you recommend, inclusive education or special education?

Teachers: 35. After getting special education training, which would you prefer: inclusion or exclusion? 32. Do you think there is a lack of funds or misuse of the available funds that hinders inclusive education?

4.2.3 Parental Involvement

This research helps in understanding the parents' motivation variables to involvement. It also pours light on the reasons of parents' indifference from their child's educational performance. Moreover, the level of participation and teacher's views about parents' involvement and advocacy efforts has also been discussed. The following questions serve as demonstration:

Parents: 3. In which class does the child read? 17. How often do you visit school? 18. How often do you see the child's teacher? 24. Do you help child in doing homework?

Teachers: 18. Do parents come to receive their child's periodic academic report and discuss educational problems with you? 21. Do the parents provide valuable suggestions regarding improvements in syllabus, teaching

methodology or the school's environment? 24. Do you think the academic performance of a student would get better if parents show involvement in their child's education and school activities?

4.2.4 Academic Performance

The academic performance of students is often measured in terms of grades obtained and results shown in exams. The teacher's performance is rated on behalf of his motivation level, the general success level of his/her students and other factors such as punctuality, deliverance and so on. The scales to measure school's performance are, however, a little different. A school is said to be performing well when it produces a cream of professionals and position holder students, exhibits best teaching and learning practices and maintains a well-structured environment. All these factors affecting academic performance of the teacher, school and the student, have been discussed in this research by following questions:

Parents: 5. What results/academic performance the child shows in the school?

Teachers: 10. What level of response do special children give in the class? 11. Do they perform in exams as equal to children with no disability?

4.2.5 Motivation

Motivation is an element that pushes someone to do something willingly and not by force. Teachers give extra time to students if they face some difficulty in understanding a math problem; schools contribute to enhance social abilities of students by conducting co-curricular activities such as

school elections, debate competition and sports day; and parents take greater interest in their child's education, homework completion and school matters when encouraged and welcomed by school management and teachers. All these actions performed by various actors willingly, are accredited to the motivation factor discussed in detail in this research by asking the following questions:

Parents: 24. Do you encourage your child to take part in co-curricular activities? 32. Do you offer same level of support to your child as you did when the child was younger? 22. Are you asked to provide feedback about teaching methods and school's education policy

Teachers: 5. With whom children are more attached and motivated by, parents or teachers? 23. Children whose parents show extra care and involvement are brighter than others?

4.2.6 Special Education

In this research, the term 'special education' only refers to the segregated education system of children with disabilities who could not be inducted into mainstream education and the variable is measured through following questions:

Parents: 4. At what age the child was admitted to the school? 30. Mainstream schooling has inspired your child more than special education could?

Teachers: 6. Do you prefer teaching special children? 25. Children studying in inclusive education are brighter than those studying in special education?

4.2.7 Accessibility

The concept of accessibility endorses the idea that every structure and element of a society and its culture must be accessible to all, irrespective of disability/ability. Buildings, learning materials, recreational places, technology, education and all other aspects of a social setup must be in full access to everybody whether disable or able. In this research, the researcher has a keen interest in finding out to what level the schools, learning materials, buildings and classrooms are accessible to the special children, both studying in mainstream and special education. The information has been gathered by asking questions such as:

Parents: 9. Is the school building and toilets fully accessible for the child? 34. Can the disability be removed if the whole infrastructure is made fully accessible? 35. What do you want for your child, a fully accessible environment or eradication of disability?

Teachers: 28. Are you satisfied with the accessibility level of the school?

4.2.8 Assistive Technology

The availability of assistive tools and gadgets, completely accessible to the special children, is a key factor in their educational development. Learning with the use of technologically advanced tools has now become a crucial part of education. The research reveals facts about to what extent these

assistive tools are available to the special children and whether these tools are affordable and easy-to-use by them. Teachers and parents of the disabled children were asked about the assistive tools available in the school in the following manner:

Parents: 10. What assistive tools the child is being provided in the classroom? 11. Are the assistive tools being provided on an extra cost?

Teachers: 5. Are you proficient in using assistive tools of teaching? 29. Is there any assistive lab in the school?

4.2.9 Stigma

Often children with disability are deprived of mainstream education and are unable to take part in other social activities, just because people around them stigmatize their disability. Disability is often regarded as a punishment from God for previous sins of the parents or as a tough exam to be passed in this world in order to enjoy Eden fruits afterwards. Disabled people are avoided by the other people, they feel uneasy or disgraced to sit and talk with disabled children. All these above mentioned facts are affirmed by this research when following questions were asked:

Parents: 27. Do the non-disabled children cooperate and make friends with disabled child?

Teachers: 30. Do parents of non-disabled children possess negative attitudes towards disabled children?

76

4.2.10 Stereotype

People hold negative stereotype against children with disability, which hinders their social inclusion. Mainstream teachers do not accept special children in their classrooms, peers of the special child are often afraid or indifferent toward him, and the community also places them at a separate place from their own. All these negative social behaviors, along with many others, are discussed in this research through questions such as:

Parents: 28. What is the attitude of other people towards the child

Teachers: 7. Are the disabled children difficult to handle? 31. Are the non disabled children and their parents unaware how to interact with disabled children?

4.2.11 Cognitive Development

The syllabus of the mainstream education system is designed chiefly keeping in view the cognitive level and abilities of non-disabled children. This is a major reason the cognitive abilities of special children studying in mainstream education do not develop at a rate equal to their non-disabled counterparts. Moreover, highly structured and strict examination pattern prove to be unfair scales of rating their level of performance. The research highlights some of the issues that hinder the cognitive development of a special child, studying either in special education or mainstream education, through following questions:

Parents: 6. Do you see any improvement in the child's understanding and learning abilities? 7. Are the cognitive abilities of the child equal as his non-disable fellows?

Teachers: 8. Are the cognitive abilities of disabled children equal to those of non-disabled children? 9. Do you feel any development in child's cognitive abilities?

4.2.12 Socio-Economic Status

The socio-economic status of parents not only affects their child's academic performance, but also plays a vital role in determining the after-school life of their children. Parents from a higher social status often succeed to argue for an improved level of facilities for their special child. On the other hand, children born to poor or middle class parents have no advocacy support on their back and face adverse education environment. This fact has been confirmed by the research, and plays an important role in understanding the life contexts of children belonging to different social classes. Some questions such as the following were asked in this regard:

Parents: 26. Do you struggle to get additional facilities for your child? 31. Future of your child would have been more secured and clear had you been wealthier?

Teachers: 22. Children belonging to middle/upper class show better performance and response?

4.2.13 Parent-Teacher Association

The research is based on the concept of parent-teacher collaboration as a main contributor towards inclusion and will follow this idea throughout the research. The following questions were asked in this regard:

Parents: 19. How frequently are you invited by the teacher? 20. How frequent are you informed about academic results of the child?

Teachers: 1. How often are parent-teacher meetings held? 17. Do parents come to receive their child's periodic academic report and discuss educational problems with you? 19. Do the parents cooperate in child's educational matters? 20. Do the parents demand for greater cooperation and additional facilities?

4.2.14 Teacher Training

Previous researches have shown that a main obstacle in the way of inclusion is under training of teachers. Teachers either lack of training of special education or feel themselves inadequately trained to help the process of inclusion. Often, teachers with special children in their classrooms do not know how to teach them and help them in building familiarity with the environment. Due to lack of funds, school management is also unable to design and implement training courses for teachers. These factors put a negative impact on child's learning and early socialization, discussed in detail in this research through questions and discussions as follows:

Parents: 12. Are the teachers trained in special education techniques? 16. Are the teachers fully trained to use assistive tools of teaching?

Teachers: 4. Have you received any training in special education? 34. Special education training has enhanced your teaching skills and competency? 33. Does the school management cooperate in providing time flexibility, extra space or arranging training courses?

4.2.15 Co-Curricular Activities

Participation In the co-curricular activities give great self-confidence and exposure to the disabled children. In Pakistan, schools lack enough resources to organize sports events for special children, which play a vital role in physical as well as mental development of a child. Parents' perceptions about the participation of their child in co and extracurricular activities are very important, as it depends on their level of motivation and involvement in child's education. There are many social barriers that hinder the participation of special children in co-curricular activities, discussed in detail in an answer to the following questions:

Parents: 23. Are there any co-curricular activities held by the school?

Teachers: 16. Do you include special children in co-curricular activities?

4.2.16 Social Exclusion

This research discusses the various ways in which able persons have so far been able to exclude from their group and the overall society. Following questions were asked in this regard:

Parents: 29. Does the child face social exclusion?

Teachers: 26. Non-disabled students cooperate with disabled students? 27. Do disabled students feel ill confident while competing and interacting with non-disabled students?

4.2.17 Power Distance

Existence of power relations in a society make it difficult to communicate and move along with other members of the society. A teacher is more powerful than a student, a school principal is more powerful than a parent and so on. This power distance is a major hurdle in the way of inclusion and creating a team to put combined efforts toward development of child and uplift of the schools. This study discovers the existence of power distance between parents of special children and school authorities, and that existing between special children and the mainstream instructors by following questions:

Parents: 13. What kind of an attitude do the teachers keep with the child? Cooperative, retaliating, appreciative, indifferent. 14. Do the teachers allow questioning, provide extra time or encourage child? 15. Has the child ever been punished?

Teachers: 12. Do you have collaborative relations with your students? 13. Do you allow questioning, provide extra time? 14. Do you appreciate special children and give then extra attention? 15. Have you ever punished a special child?

81

Chapter No. 5

RESEARCH METHODOLOGY

The research for exploring the potential of parent-teacher councils to implement inclusive education in public sector schools of Rawalpindi, Pakistan, follows a qualitative investigation model. In this type of research, the findings obtained in the end are in the form of ideas, concepts, views and opinions, suggestions and attitudes. No statistical information is involved and the population for research is very small. This is, because the researcher wants to have an in-depth understanding of the cultural and social context of the issue under consideration and wishes to see a clearer picture.

The purpose of conducting this research is to improve understanding of an existing issue, on which a little background information can be found in previous literature. The methodology used here to give the purpose of research is 'descriptive method' of research in which, though no established body of knowledge exists, a line of thought has already been presented and much work is needed to be done.

5.1 Universe

The universe, serving as a locale for conducting this research, is the city neighboring the federal area of Pakistan, Rawalpindi, situated in the Punjab province. The researcher belonged to this city and was well familiar with the local culture, trends and traditions. It was easy to communicate with the people and collect data more conveniently.

5.2 Target Population

Owing to a large population of Rawalpindi city, exceeding 1.5 million people, it was not possible to include everybody in the research. Thus, a specific population was targeted, on the basis of some common features and attributes. Since the research mainly focused the issue of inclusion, parents with special children, special education instructors and mainstream education teachers were targeted to be investigated.

5.3 Sampling Technique

The researcher used a non-probability sampling technique to select her respondents, because random sampling could not be applied in investigating issues where judgmental abilities of the researcher were deemed necessary to be used. Thus, purposive sampling technique was used, which relied on the judgment of the researcher when it came to selecting the units. The sample was quite small, and the goal was to focus on particular characteristics of a population that were of interest, which best enabled the researcher to answer her research questions. The purposive sampling technique was use for the following reasons:

1. Children-only in school-going age.

2. Parents-having children with disability in school-going age.

3. Mainstream instructors-the idea of inclusion is not applicable without their integration.

4. Special education instructors-have always been held sole responsible for educating children with disability.

5.4 Sample Size

The sample size of this research was quite small, limited only to a figure of 11 case studies.

5.5 Tools for Data Collection

Case Study Guide was used to collect data from 11 respondents. A Case Study Guide was prepared consisting of 35 variables for each segment of the targeted population. The respondents were first telephoned and the detailed interview took place on the decided time and place.

Researcher took notes along with an audio recording of the conversation and no piece of information was lost in the process.

5.6 Tools for Data Analysis

The information was initially gathered in the form of thick descriptions and detailed conversations. The data was then skimmed out and allocated under several thematic divisions. The findings were analyzed against the reviews previously collected through a study of the relevant literature and their relation with the relevant sociological theories was constructed.

5.7 Pretesting

1 case study was conducted on pilot basis, on a mainstream education instructor. The study revealed a number of overt and covert variables, other than those already mentioned in the case study schedule,

pertaining to disability and inclusion difficulties and attitudes. The remaining case studies also revealed similar results.

5.8 Opportunities and Limitations of the Study

The more visible opportunities that can be obtained through this research are:

a. Employment chances in an NGO or INGO for disabled persons, or in a Disabled People Organization (DPO), as a researcher, social advocate or on similar posts.

b. This research can also be utilize to demand funds and donations from public and private sector to implement inclusion education.

c. The smaller sample size provided a better opportunity for a higher level of understanding.

However, there are limitations to this research, enlisted as follows:

a. Lack of life-context variables, such as time, energy, finance, skills and knowledge.

b. Lack of cooperation shown by the public school's management and teaching staff.

c. Manipulating or hiding actual information by the respondent.

d. Stigmas and stereotypes prevents teachers from revealing the whole truth.

5.9 Ethical Concerns

Some major ethical considerations concerning a sociological research are: confidentiality of information, secrecy of the respondent, avoiding manipulation or distortion of the information, dignity and respect for co-researchers, collaborators and respondents, avoid inappropriate/out of focus questions, remain honest and prove one's reliability in all situations, avoid lies and build trust, avoid question which could hurt emotions or embarrass the respondent. The researcher starts up the investigation by introducing himself and the topic in detail to the respondent, as well as states all the implications and consequences of the research. The researcher promises secrecy and confidentiality, makes the respondent feel comfortable. The researcher tolerates harsh behaviors and bitter responses, remain calm and patient. The researcher thanks the respondent at the end of investigation.

Chapter No. 6

RESULTS

6.1 CASE 1: Respondents' Information

Gender: Female

Profession: Special Education Instructor

Specialization: Mentally Retarded Students

Other Expertise: Hearing impaired, Visual impaired and Physically
                           Handicap

Job Experience: 6 years volunteer, 6 months in service. Worked in
                           NGOs for special persons and social work.

Case History

The respondent is a special education teacher and specializes in dealing with the schooling of mentally retarded children. Mentally retarded (MR) children have four sub categories that are: mild, moderate, severe and profound. She is capable of grooming all four categories. She has previously been teaching special children in other cities too, in Lahore, Multan, Bahawalpur and Rawalpindi, as well as outside country, in Dubai. She is also capable of teaching students facing physical limitations, such as of limbs, muscles or any other body part, as well as those having sensory limitations, such as visual, hearing, touch, taste or smell.

Teacher Training

The teacher has got a degree in special education. Moreover, she has been receiving extra training in special educational techniques off and on from

special education centers in Bahawalpur, Lahore, Bahawalnagar and Rawalpindi.

Cognitive Abilities

MR children are almost unable to learn things like other mentally sound children could do. Consequently, the child remains indifferent even to pity matters such as toilet manners, eating habits or to carry themselves around. This kind of special and need-assessment based schooling focuses on the requirement of each individual child and the teacher tries to provide what the child lacks in his/her personality, imagination/creativity and cognition.

Motivation is a key to stirring up their passion, once discouraged/demotivated, it would be very difficult to raise their spirits them again. The reason behind this behavior is, they are very slow learners, often unable to recognize actions, words and things for days. Teachers have to repeat things and perform actions in front of them a number of times before they could copy it. Once copied and learnt, it is very difficult to erase the word/action from their memory.

Academic Performance

The MR children do not read in any specific grade or class. They are divided into groups according to the needs and limitations of each child. All the children in a group are then groomed on equal basis. A specially designed syllabus by Oxford is taught to them and the focus is more on basic living skills and socializing manners rather than educational development. The schooling of MR children is not for academic purpose.

Accessibility

The MR children are taught in three main areas of education: Arithmetic skills (mathematical concepts and understanding numbers), Writing skills (Gripping pencil, writing and drawing) and Reading skills. The Oxford syllabus is also designed specially keeping in view the mental caliber and learning ability of MR children, and focuses on the above mentioned academic skills. This means, a non-disabled child of age twelve and an MR Child of the same age, would not be studying the same course. Thus, despite the fact that both non-disable and MR children are sitting in the same class, the teacher is capable of teaching both the categories, a different syllabus at the same time.

Assistive Tools

These MR children are made understand different concepts and ideas using various assistive tools. For example, if we want them to learn counting, we put ten toffees before them, and then let them count their toffees. To teach them color recognition, we put several color pencils before them. This would not only make them recognize colors, but also count them and let them recognize the thing as 'pencil'. The thing is used to write with, it's spelling and so forth. Often we give them toys to play with. This exercise is useful to develop their fine motor skills, polishes strengthens their hand-grip and enable them to recognize the difference between soft/hard, hot/cold and small/big things. Their learning capacity is so little that they could hardly learn five-six things in a year.

Parental Involvement

The teacher could not shed light on this topic as she left before the interview was completed.

Parent-Teacher Collaboration

The teacher could not shed light on this topic as she left before the interview was completed.

Co-Curricular Activities

Students are given toys and other things such as ribbons, foam and soft dolls to play with. They also play cricket but the playing area is very small.

Student-Teacher Relation

The most highlighting feature of our school is, the teachers coming from a background experience of teaching in the general education system, learn the special teaching techniques very quickly and take no time to understand a student's individual requirements. We, the teachers from special education system, could not believe their eyes on seeing such a rapid development in those untrained teachers. The only reason we could assume, is their personal motivation level and a keen interest in this field of education. Usually, it is almost impossible for a general education teacher to teach a special children, because special techniques and training is necessary to make them understand. Except those teachers from general education system, all teachers specialize in one or another category of disability. Some are for deaf and dumb, others for MR and still others specialize in teaching the blind.

Social Behaviors

The reason for making an inclusive classroom, and allowing MR children to sit in the same classroom as of non-disabled children, is to improve their learning ability, encouraging them to copy the non-disabled children and act normally as they do.

Teaching Staff-School Management Relations

The specially designed Oxford syllabus for MR children is easily available on all big book stores, but neither the institutions nor the parents know about these books. Our principal is a very self-motivated person. He took pains to find out and make provision of every possible facility for the special children, all on his own. He is a doctor by profession, and is not greedy for getting personal benefits or monetary rewards. He is very kind to his teaching staff too. We may ask for sick leaves, medical advice and educational guidance from him whenever needed, and he never refuses.

Inclusive Education

There are a number of possibilities that an institution might adopt in the process of inclusion. Firstly, the disabled and non-disabled children may interact twice or thrice in a week, spend time with each other and understand the limitations and shortcomings of each other. They can also see each other on daily basis, for an hour or two, in order to have a regular meeting/interaction. This means that a partial inclusion is being practiced and the children do not always sit together in a classroom.

Analysis

The respondent is a middle aged, well-educated and well-trained teacher. She is self-motivated in teaching the special kids as she took start from an NGO for the disabled persons and later joined the profession of teaching because she grew ever more interested in the welfare and development of disabled as her experience with them extended. All this positivity and zeal in her demeanor is due to her continuous interaction with disabled children. Her academic degree, professional trainings and on-job experiences gave her a lot of exposure and motivation to work for them. She believes in the combined classroom of disabled and non-disabled children and is a strong supporter of inclusive education. She believes that personal motivation and self-interest is more important than the professional training and degree to work for a specific cause. This confirms the fact proposed in a research by P. Subban (2005) that the mainstreaming of disability increased the competency level of teachers and made their attitude more favorable towards inclusion.

6.2 CASE 2: Respondents' Information

Gender:	Female
Profession:	Special Education Instructor
Specialization:	Mentally Retarded and Deaf children
Other Expertise:	Visual impaired and Physically Handicap
Job Experience:	14 years in Special Education

94

Case History

The respondent is a special education teacher and specializes in dealing with hearing impaired children (HI) and mentally retarded children (MR). She has a vast experience of fourteen years in teaching special kids. She is capable enough to teach children belonging to any of the four categories of disability, and her teaching experience has also contributed much in developing her competency. However, she has never taught non-disabled children in a general education school and would prefer teaching only to the special kids.

Teacher Training

She has got her degree in special education. Moreover, she has been receiving special trainings and attending refreshing courses of special education techniques from National Institute for Special Education (NISE) Rawalpindi. She admits that she had been receiving special education trainings for long, the on-job experience and practical application of her knowledge has given her an extra advantage. She could never be able to understand disability if she had never taught disabled children.

Cognitive Abilities

Disabled children are not equal to non-disabled children, and they can never be made equal in their cognitive abilities no matter how hard we work on them. There is a huge drawback with their personality, a disability is constraining their true intelligence level and they have to do two things at a time: cope with their disability and overcome the social and structural

95

barriers, and learn to read and write at the same time. Their abilities are not all concentrated on their education.

The cognitive abilities of disabled children (both HI and MR) improve as they continue their studies. They start learning things at a quicker pace, but still the progress is not equal to the progress shown by the mind of a non-disabled child. The progress rate is far slower than theirs.

Academic Performance

The focus is not on the child's academic performance, I mainly teach them to make them able to move around as a first grade citizen. Parents also want the same results. Socialization and mannerism is more important for an MR than bringing the educational degrees home.

A lot of repetition, drill and practice and going through the things over and over again, makes the child learn but just a little. An average MR takes a whole weak to learn one word.

Disabled children do not perform in exams on a level at which teacher expects from them and trusts their abilities. The paper designed for disabled children is altogether different from that of a non-disabled class. Though the paper is a very easy one, children fail to perform above average.

Accessibility

I am not very satisfied with the accessibility level of the school. Every required assistive tool is not available and often we have to search for cheaper alternatives. Still, it is fine according to the availability of funds.

96

Assistive Tools

She teaches all sub categories of HI and MR children (mild, moderate, severe and profound). She is Very much trained in making use of assistive techniques and tools for teaching them. Color recognition through colored things, flash cards to make children recognize the thing with its name and a few qualities (such as how many, what color, big or small and so on). Toys and other holding items such as soft dolls, cars and blocks are used to enable children improve their recognition, sensory motors and grip. I wish there would have been an assistive lab in our school, things would have been easier for me.

Parental Involvement

Parents do not demand for additional facilities for their children. They know financial position of the school and often make the provisions themselves, on their own cost. Supportive parents are often educated and are aware of the fact how important is education and grooming for their disabled child. No matter if they are poor, if they are concerned about their child's betterment, they would support him/her anyway. I strongly agree with the importance of parents' involvement in the improved educational performance of a child.

Still, the parents who do come to receive their child's report often provide valuable ideas and suggestions that I use to improve my teaching methodology. They also provide maximum support and show extreme involvement in their child's wellbeing. This encouragement from parents'

side, especially from mothers, has often resulted in child's quickened learning abilities and better performance.

Parent-Teacher Collaboration

The parents of disabled children are often invited, but not at the same time when we invite the parents of non-disabled children. It creates mess and no teacher-parent communication is possible. In separate meetings, we discuss in detail the progress of the child and give and collect feedback.

However, parents of not all the MR children come to discuss their child's progress. Only a few come, rest are happy their child is at least attending a school and is safe for six hours daily.

Co-Curricular Activities

Co-curricular activities such as drawing, painting, sports and cutting pasting are often held. We motivate all children to take part and encourage their parents as well to let their child participate in co-curricular activities.

Student-Teacher Relation

I have very collaborative relations with my students, I allow them extra-questioning and give them extra time whenever they need it. I am very lenient and kind to my students, never punish them physically by hitting or slapping. I never use physical force to make them follow my instructions. MR children are very ill confident and innocent. The teacher only has to change her facial expressions (by showing annoyance, anger or indifference) and the child would be back on track within no time. You do not need to punish them any farther. I am well aware of the fact that a

disabled child demands greater attention and care from the society, so do I give him/her.

Disabled, especially the MR children are very difficult to handle at times. There are occasions when they become hyper, overactive or rash. The only way to pacify them is distracting their thoughts. Often MR children do not follow your instructions. Then blackmailing the child, by enticing him/her with something he/she likes as a reward in acting the way as instructed by the teacher, would definitely work.

Often a newly admitted child does not give any response at all. He/she is a quiet, stubborn and unfriendly fellow. The stage where teacher convinces him/her that she is her best friend, her guide and a well-wisher, by making good relations with the child and maintaining a one-to-one interaction, only then the child would start giving response. He/she then listens to the teacher, values her instructions and often tries to follow.

Social Behaviors

Parents of the non-disabled children studying in the same school do not know how to interact with the disabled children. Although, they accepted their disability and took initiative to let their child study along with disabled children, we do not let them interact with the disabled students.

Teaching Staff-School Management Relations

There is a possibility that the management team does not use the funds properly and the resources are thus misused. Never-the-less, the school

management is very cooperative and provides us with flexibility of time, extra trainings and summer camps and guidance whenever we need.

Inclusive Education

Disabled children studying in an inclusive environment have an edge over their disabled fellows studying in special education. For example, a blind child may learn to interact with a deaf child, could help the blind child in using assistive tools of learning and their interaction would be smoother. Moreover, the non-disabled children learning side by side disabled children in an inclusive environment are also very cooperative. They make friends with them, help them out in getting things done and share their things with them. Since the disabled children are assessed differently, often on individualistic grounds, they feel no sense of competition with the non-disabled children and feel confident to interact and communicate with them. Therefore, she strongly recommends and supports the implementation program of inclusive education in all schools.

Analysis

The respondent is a middle-aged, well trained and well educated teacher. She has a vast experience in teaching special kids. She has also been attending several refresher courses for teaching special children and knows almost every technique to help out her students. She is also well learnt in using assistive tools of teaching. All these factors, along with the fact that relevant trainings and a greater exposure has not only enhanced her competency but also made her attitude more positive toward inclusion.

This again, supports P. Subban's proposition that mainstreaming has a positive effect on teachers' attitude towards disability.

The respondent asserts the fact that majority of the parents are not concerned with the educational performance of their child. This is only true in third world countries like Pakistan, where majority population belongs to lower SES and parents work for long hours and are unable to give quality time to their child's education (Demsey 2005).

However, a greater involvement from parents contributes positively in the child's performance and often parents make personal efforts to provide their child all available facilities and do not demand from the school, a fact asserted by the research conducted by Bennett, Deluca and Bruns (1997).

The respondent believes that educational performance does not matter much for a disabled child and his/her parents. What matters is that they should be able to move around in the society as normal beings.

6.3 CASE 3: Respondents' Information

Gender: Female

Profession: Special Education Instructor

Specialization: Autistic and MR children

Other Expertise: Hearing Impaired and Physical Handicap

Job Experience: 2 years in Special Education

Case History

The teacher has her studies in progress. Currently she is an F. A. qualified and is studying in B. A. program. She is learning to communicate in sign language to facilitate teaching deaf and mute children. She believes that practical experience is more important than the theoretical knowledge, any person can learn when confronted with real life experiences.

Teacher Training

She has no background knowledge of special education, and has never received any formal training on special education techniques. She was self-motivated to join this profession and prefer to teach special children. With the passage of time, as her knowledge and skills improved, she felt more motivated and responsible towards these children. However, when she first joined this inclusive school, she was trained informally by another teacher. She remained with her for six months, co-attended the classes and learnt all techniques necessary to teach an MR.

Cognitive Abilities

The cognitive abilities of children belonging to different categories of disability are not equal. Visually challenged and hearing impaired children have no cognitive deficiency, they can learn as equal to non-disabled children if they are taught according to their requirements. Same is the case with physical disabled children, they only suffer physically, and no cognitive or sensory ability is damaged. They, too, can perform equally

well. However, the MR children have their IQ level below average and can never perform in education no matter how hard the teacher might try.

The teacher also believes that the cognitive abilities of a disabled and a non-disabled child are not equal. There remains some difference after all because the disabled has some part of him/her missing. This deficiency would cost him/her in some way.

MR children are so slow in learning that we cannot compare their cognitive abilities to any non-disabled child, of whichever age group. The MR child would always remain unpredictably slow in learning almost anything.

Academic Performance

While in the classroom, they give some kind of response. They are not altogether dull heads during lecture. In final exams, the things that the children reproduce whatever they had been taught the whole year. It is very difficult to put something in their minds, but once inside the mind, the thing is almost impossible to be taken out.

Soft and colorful things attract the MR children more and they learn more quickly from them. This is because these soft things feel pleasant to touch, and colorful things seem alluring to eyes. I use the things that children love to play with and learn from. Toys and blocks are often used in teaching. Oral work is all done by displaying pictures, pasting flash cards on the board. For example, if we want to make children recognize an apple, picture of an apple is pasted on the board in front of them. From this

103

picture, how many variant questions can we make and what maximum information can we deliver to the kids? The information about its color, taste, its spelling and that it is a fruit, all be delivered orally.

Accessibility

The building is fully accommodative, a wheelchair dependent child is also studying on our campus. I feel the campus is a small one, otherwise the resources are fully provided within funds limit.

Assistive Tools

Assistive tools are not available in the school. If there are any tools available, the teaching staff is not allowed to use them. Only the hearing aids and other electronic devices that parents provide to their child are used to assist their learning process.

Parental Involvement

Parents of most of the disabled children do not come to review their child's progress very often. Parents are not very much concerned about their child's progress. Parents of only two or three children come to review their progress regularly and this is because they are educated. They discuss academic and social performance with the teacher and provide some valuable feedback, which I use in improving my teaching methodology. Consequently, parents who show involvement in their child's betterment are brighter than others.

Parent-Teacher Collaboration

I never had to call the parents and if once or twice I did call them, they would not come. The only meeting that I have with them is once a year, on annual result day (that too not all parents attend). I believe that teacher has a greater influence on the child than that of parents. Still, an encouragement from both sides is always beneficial for child's progress. If parents would have been involved in their educational matters, it would have been easier for us to make them learn things more quickly.

Co-Curricular Activities

Co-curricular activities such as playing with balloons, playing cricket, are often held and an exam of creative drawing is also taken in the end. I take personal interest in all activities and participate along with the children. Disabled and non-disabled have never participated in combine co-curricular activities though they attend a combined morning assembly.

Student-Teacher Relation

Autistic children are very difficult to handle, they are often hyper and complicated. Teacher has to remain calm and must learn tactics to pacify the hyper child. Mostly they are calmed down if distracted and teachers divert their attention quickly by starting a game or a story.

I am not very friendly with the students. Sometimes, when they get out of control, I scold them and once or twice I had to use physical force on them. I cannot always be very lenient to them, change of mood depends on

the change of child's behavior. However, in case of extra care, time or attention, I provide extra time and care if the child requires.

Social Behaviors

Non-disabled studying here with special kids are very cooperative, they make friends with them, share things and play with them in the break time. The parents of non-disabled kids also possess a positive attitude towards disabled children and do not look down upon them.

Teaching Staff-School Management Relations

The school principal also guides the teaching staff off and on and points out when there comes a deficiency.

Inclusive Education

Children learning in inclusive environment are brighter than those learning in special setup. That is because inclusive children have a greater chance to copy the non-disabled's behavior and normalize their own. Despite the fact that MR is not always included in the classroom of non-disabled children, some slow learners do sit with them very often. They might catch up with normal minds if they are encouraged to copy the non-disabled children. No matter if MR do not interact very often with the non-disabled, they learn some positive behaviors in whatever little time they might find together. For example, children learnt playing games, tiding up themselves, managing themselves and coming to school in proper uniform.

The classes of disabled and non-disabled children are held separately. The teaching staff that teaches the non-disabled students does not teach the

disabled students and vice versa. However, if special education teachers are given general education classes, they can teach them equally good, but there is an ambiguity whether the general education teachers would be able to take special education classes or not. It is an advantage of inclusive education that all teachers are equally trained to teach all categories of students. With the passage of time all the teaching staff learns sign language, becomes aware of special needs of MR and physical impaired and is able to guide a blind student. Learning through observation and discussion as well as mutual understanding enhances skills and abilities of the overall teaching staff. The teacher would always prefer teaching special children.

Analysis

The respondent is a very young and inexperienced teacher. She is at the beginning of her teaching career and has no formal/informal background awareness about teaching a special child. She is often unaware of the assistive tools that she could use in facilitating children's learning. However, the respondent is a self-motivated teacher and expresses a desire to teach these children forever. With an improved knowledge about special education, she feels herself more competent, and this feeling motivates her more than before to work for special kids. This again affirms the fact that a greater interaction with disability creates a better response towards it (Subban 2005).

The teacher's favorable attitude towards disabled children supports the study conducted by Bennett, Deluca and Bruns (1997).

Non-disabled and disabled children show great cooperation and friendly behavior among themselves. Parents are not very concerned about their child's academic progress. They do not come to discuss matters with the teacher and many of them do not attend even the annual result function.

Parents who show involvement in their child's performance, perform better and the teacher-parent collaboration could uplift the child's academic performance (Ceperley 2005).

6.4 CASE 4: Respondents' Information

Gender: Female

Profession: Special Education Instructor

Specialization: Hearing Impaired children

Other Expertise: Mentally challenged, Visual impaired and Physically Handicap

Job Experience: 4 years

Case History

The respondent only teaches hearing impaired students. When she first joined this school, she was rotated to different classes. There she taught to MR and non-disabled students as well, and chose to take deaf students' class. This choice was made both on the basis of qualification and personal

interest. The teacher, however, has no previous experience with the blind students and cannot teach them. The teacher is well-capable of teaching both the non-disabled and the disabled students because before teaching the disabled students, she had been in general education.

The respondent believes that theoretical knowledge has no doubt its own importance, but she learnt more from practical experience on job. She is a strong supporter of inclusive education and thinks that it would benefit both the disabled and the non-disabled children.

Teacher Training

The teacher is master of special education and has attended a course of speech therapy from an institute of special education.

Cognitive Abilities

At the time of admission, each child is assessed individually on different scales, such as his/her IQ level is assessed, after which we decide which syllabus the student is able to study. Not all children are equal and we accept this diversity and do not enforce the same syllabus on all.

There is no distinction in the cognitive abilities of non-disabled and disabled students. The only thing is that disabled children need repetition of lesson several times and never forget once a lesson settles in their mind. I would rather say that the IQ level of both the categories is same. Cognition and understanding of both categories develops and improves at the same rate with growing age.

Academic Performance

Children show good response in class, pay attention and the teacher tries her best to involve all students in the class activity. If a student is less active, the teacher would ask him/her questions and stir up his/her mind. Everything taught in the class must be understood properly by all students equally. We keep students busy in blackboard activities. I emphasis on the thorough understanding and quality of education.

Children who are hard of hearing are made to start speaking by using whatever little hearing ability they possess. We start teaching vowel sounds first and then proceed to the extended vowel words. For example, we start by 'aa' sound, proceed to the word aam and then move ahead to make sentences using these sounds. The children are taught to write their names as the first thing.

The academic syllabus is not similar for both categories, the reason is that the HI children take more time to pick ideas and concepts. Therefore, their syllabus is cut short. Every individual is judged on his personal abilities and understanding level and a similar paper is not given to all HI children to attempt. This paper can be designed by the subject teacher, an external speech therapist or the principal herself.

Accessibility

I am satisfied with the accessibility level of the school. Almost everything of instant need is available in the office. I do not feel there is a lack of resources.

Assistive Tools

I mostly use flash cards to teach HI children. A picture on the board is useful in enhancing recognition of the thing with its specific sign. Before providing speech therapy classes to the HI children, the listening ability of each student is checked on a scale. Children who are hard of hearing and can hear some sounds are quite easy to teach. Children with profound deafness are taught to read lip movement. A word is repeated several times, almost a thousand times, before he/she would be able to say it clearly. We have to apply dark colored lipsticks that would make the lips prominent and make it easier for the student to follow the movement. They are also taught communicating with sign language alongside, but a combination of sign language and lip reading would help them communicate with people more easily.

Parental Involvement

Parents want their disabled child to act normally, perform equal to those of his/her non-disabled siblings and often the parents say that our child is not disabled, he is equal to everybody else. Parents want their children to be socialized as the rest of their age fellows. Therefore, parents with this opinion take more interest in their child's betterment opportunities, they get involved in child's academics and encourage him/her. The educated and well aware parents are more interested in their child's academic performance than the wealthier ones. People are often very concerned about their children. I, too, emphasize on improving their social acceptability and mannerism.

Students, whose parents show extra care and involvement in their child's matter, perform well in exams. But I leave nothing to do for parents. I make everything clear for the student, practice his/her writing and speaking skills so many times that no further effort is required from the parents. However, if parents do take interest in daily homework and academic results, it is a plus point for the student. Still, parents cannot help their child as much as the teacher could because she is qualified in the field and knows better what the student requires.

Parent-Teacher Collaboration

Parents show good cooperation with teachers, tell them about the listening ability and hearing aid facility, or if any other surgery has been performed and what is the child's behavior at home. Parents come to discuss their child's matter with teachers on parent-teachers meeting day. They share problems that the child might be facing and often learn signs from the teacher to better communicate with the child at home. Parents can come any time to see the teacher, the principal and to discuss anything of concern.

Co-Curricular Activities

Formic and thermapole sheets, glazing paper and hard charts are used in co-curricular activities. Drawing, cutting, pasting, painting and other creative activities are held very often. Filling balloons, blowing out candles and similar activities are useful in making the children learn how oo sound is spoken because the shape of mouth becomes so. Playing with

puzzle and drawing things on blackboard are also co-curricular activities often performed.

Student-Teacher Relation

I never punish my student physically, I teach them with care and love and give them proper attention and concentration. I keep one-to-one interaction with all my students, sit with them on their desks and keep an eye on their handwriting. Whenever a child makes mistake, I point it out and make him/her repeat the word as many times on notebook, on blackboard as he could for a long-lasting memory.

Teaching disabled students is not a difficult task overall. There are teachers who exaggerate the difficulty level and there are some other who take it as a challenged and handle their children very well. It all depends on the teacher's personal motivation and ability. I am personally motivated to work for these special kids and I do not fear any challenge coming this way. There was a student in my class, very intelligent and sharp, who always did his class work ahead of others. I used to give him extra class work so as to keep him busy and avoid any interruptions in case he finishes his work before others could.

Social Behaviors

I can never leave them alone, they could hurt one another. Some children have tendency of hurting others with a thing or by hitting. For example, a child used to hit other students by a sharply pointed pencil. I took his pencil and made him sit with me for a week as a punishment of hurting

others. He never repeated the thing again and is very conscious of using the pencil carefully now.

The disabled children are very cooperative and sharing with each other. They understand a wrong action and report it instantly like other non-disabled children do. The disabled and non-disabled children play with each other in break time, they share things and do not feel alienated to each other.

The parents of non-disabled children are cooperative and do not make fun of or try to exclude disabled students. They hold no negative stereotype against these children. The other children are also benefited in the sense that they learn sign language and know how to communicate with a HI person.

Teaching Staff-School Management Relations

The principal of this school provides training and guidance very often, a meeting of the staff members is held every Saturday to discuss and explain issues of special children, and we learn a lot by his suggestions and advice. Once or twice, we have been formally inducted to a short training course regarding special education techniques by the school.

The school management is very cooperative and provides every possible guidance and support to the teaching staff. The management is fair and honest, distribute the donated items among the children with complete goodness and is investing all the available funds on developing the campus.

Inclusive Education

In morning assembly and in classrooms, the HI interact with non-disabled children. This is helpful in making the HI children use whatever listening ability they are left with. They pick some words from their fellow students and practice them over again. HI children are sent to the non-disabled's class daily for a couple of hours during reading period. HI children learn from their lip movement and using their little hearing ability. Color day of both the categories is arranged as a combined activity for the HI children to get benefited of the opportunity.

Inclusive education has a great advantage for HI children. They learn to speak reading the lip movement of non-disabled children and often hard of hearing students start speaking fine. For example, in اسلامیات period, if all the children are reciting کلمہ and Quran, they too will learn kalmas and Quranic recitation. Same is the case with MR children, they too learn at a quicker pace when made sit with non-disabled students.

Analysis

The respondent is a young, newly married teacher who showed a high level of dedication and keen interest in her students' academic performance. She is very hopeful that these special kids are able to perform as equal those of non-disabled children, but need a little extra time.

The parents of students show full cooperation and concern. They are allowed to discuss child's matters with her and take and provide guidance to the teacher (Kechia 2007).

She also teaches non-disabled students but would always prefer inclusive education over general education.

She reported no behavioral or interactional difficulties between disabled and non-disabled students. They live in harmony and complete understanding and play as well as learn with each other.

6.5 CASE 5: Respondents' Information

Gender: Female

Profession: Teacher

Specialization: Non-Disabled Children

Other Expertise: Hearing impaired and Physical Disabled children

Job Experience: 4 years in general education, 2 months in special education

Case History

The respondent is an F. Sc. Qualified general education teacher, her B. Com is in progress. She has no prior experience of teaching students related to any of the four disabilities and has never received a formal/informal training. However, there are some hearing impaired and a physically challenged student in her classroom, she is frequently helped by

the other special education teachers in resolving matters such as how to interact with the special student, deliver lecture and judge him/her. In her starting days as a teacher in this special education school, she was assisted by a teacher assistant for a week or two, the principal also guided her very well on the teaching methodology of special kids and she now feels competent to teach them. This is because there are special students suffering from mild form of HI in her class and not much extra effort and attention is required to teach special children with milder disabilities. She teaches math, social studies and science to grade sixth and seventh.

Teacher Training

The respondent has got no degree in special education, no prior experience or any sort of training. First hand experiences are certainly more valuable than the bookish knowledge and once I am in, I will learn soon.

If I would be provided training, I would feel more competent and will be more motivated to teach special children. However, I personally love to teach by speaking and not with expressions (sign language). This is the reason I would prefer teaching non-disabled students because it adds up to my comfortability in teaching.

Cognitive Abilities

She thinks that the cognitive abilities and understandability of special students is equal to those of non-disabled students. The only thing is they are slow learners, that is, take more time and practice to learn a thing. This is the reason we do not teach students of both the categories, the same

117

syllabus. The cognition level depends upon the factor what level of disability do they face, mild, severe, moderate or profound? The teacher also sees a cognitive improvement in them with the passage of time.

Academic Performance

Only selective things are taught to special kids, and they are given different test and exam paper. Students with milder forms of disabilities can compete with non-disabled students and can learn the same syllabus.

Student is a student, no matter what level of cognition he/she possesses. A teacher's job is to bring every child to a similar level and teach them all concepts equally. Though special kids are slow learners, I am optimistic that I can teach them equally well. In very beginning, their learning speed made me worried, now I am aware of student's requirements and do not feel panic if they do not learn quickly. The children are active and try to learn, disability hampers their quick response otherwise.

Accessibility

I am satisfied with the accessibility level of the school, the school is providing whatever possible facilities and assistive tools it could.

Assistive Tools

The teacher is unaware of using sign language and other assistive tools of teaching.

Parental Involvement

Parents are definitely interested and concerned about their child academics. Most of the children are supported and encouraged in home

tasks. These children are brighter than others. Teacher is a new comer in the school and has not yet received any valuable suggestion from parents. Parents of middle and lower class groups are more concerned about their child's results. They claim that the child should perform as much as they are investing on him/her. Moreover, parents who are more educated, show involvement in their child's academic more than those who are not very well educated.

Parent-Teacher Collaboration

I invite parents of only those students who perform poorly in the class. Parents do come to discuss their child's performance and all the parents come to receive their child's final result.

The success of a child and the uplift of a school status is only possible if parents cooperate and take keen interest in school matters and child's education. If they do not, the teacher is forced to find an option for child's betterment on her own.

Co-Curricular Activities

Co-curricular activities such as drawing and writing creative material are held in my class. I encourage students to relax themselves for some time, I often give them an activity to do apart from their syllabus and believe that a child's mind cannot take the burden of studies if there would be no creative activities.

Student-Teacher Relation

I am not altogether aloof from my students, I do sit with them and talk to them sometimes, but due to shortage of time I have not made any personal relations with them yet. I allow them extra questioning and give them extra time if they require. I am not a very strict teacher but use mild physical force when I think is appropriate. The temperament of teacher varies with the varying class size. A large class would frustrate the teacher more and she will use a higher physical force on them.

To handle and teach HI children is not very difficult as they are almost similar in their cognition to the non-disabled children. However, MR children give their teachers a very tough time and often they get out of control.

Social Behaviors

Disabled children are often helped out by non-disabled students in their academics. They do not stigmatize their disability. On the other hand, the disabled children also become habitual interacting with their non-disabled fellows and feel no hesitation. Moreover, the parents of non-disabled also possess a positive attitude towards disabled kids.

Teaching Staff-School Management Relations

I believe that the school administration is fair and properly uses the funds on school development. The school management is very cooperative and provides guidance whenever asked.

Inclusive Education

The school is not inclusive. Children with disabilities sit in a different class and children with no disability have a separate classroom. This segregation is better, as inclusion would create problems for teacher and she will become confused what and how to teach.

Special students demand for extra attention and one-to-one learning. This is possible only if we are having a small class. The number of such special children in an inclusive class is very less and it is easily manageable for us to teach them and the non-disabled students at the same time. For the very reason that an inclusive class is smaller and we teachers can relax and pay more attention to each student, I feel inclusive education is more preferable.

Analysis

The respondent is a new comer to the special education environment. She has no prior experience or training/knowledge on the subject. She possesses a positive attitude towards children with mild disability only, as suggested by Mukhopadhyay, Nenty, and Abosi (2012).

The level of parents' involvement is dependent on the fact how much concerned they are for their child. A well-educated, but middle class background would motivate parents more than a wealthy and uneducated status (Demsey 2005).

Contrary to the findings of a research conducted in U. K., the respondent reported that disabled and non-disabled children are not taught the same syllabus exams and tests of the disabled children are also separately designed and judged.

6.6 CASE 6: Respondents' Information

Gender: Female

Profession: Special Education Instructor

Specialization: Visual Handicap

Other Expertise: Non-Disabled children

Job Experience: 30 years in special education

Case History

The teacher is an M. Sc. And B. Ed. Qualified teacher with vision impairment. She has always been teaching to blind students and has no experience with any other disability. She teaches English to visually impaired students of all the classes.

The teacher confesses that she has been teaching to students who have very minor vision problems. Those children could easily study in general education but the parents are greedy and when they are told by the school management that their child would be given an eight hundred scholarship monthly, milk packs and free books, they simply choose the easier way and admit their child with mildest form of disability in special education.

Their disability is just a drama and they could easily compete with non-disabled students in a general education system.

Teacher Training

As she is facing the same impairment herself, she is well-trained and fully aware of the requirements of visually impaired students. No training has ever been provided to her throughout her service and thirty years back, when she did her B. Ed., there was no concept as 'education for disabled persons'. In fact, the teacher is blind and does not require any training to further enhance her knowledge.

Cognitive Abilities

It is difficult to teach VI children and handle them. Deaf children can see and copy normal behaviors from the society. The cognitive ability of disabled students vary from individual to individual, as in case of non-disabled students. In some fields, blind and deaf are performing far better than their non-disabled counterparts. Blind have a sharp memory, they can learn Quran by heart and can study academic syllabus alongside. However, the abilities of non-disabled and disabled students are not comparable. The disabled lacks in one thing or another at some point. The cognitive abilities of disabled students develop at the same rate as of non-disabled students.

Academic Performance

In previous times, children used to study with interest, responded to the teacher in class and showed respect, obedience and keen diligence in performing well in exams. All those students are now successful

professionals in their respective fields. These days, the availability of provisions (food, free books, scholarship) has made them indifferent to their studies. Children know that the teachers are bound by government order not to punish or fail them in exams. The teacher feels powerless; students take wrong advantage of this order and almost study nothing, respond to no question. The teacher disfavors the provision of all these extra benefits, which have made them dull and they no more work hard. Their performance in exams has also decreased and when the teacher is bound not to fail them, there is no need to conduct examinations at all. Exam result provide a motivation for students and poor results serve as a punishment for them.

Students who really perform well and take interest in their studies are very few in numbers. I taught only 10-12 such students and the ratio is decreasing with time. Moreover, students from poor and uneducated background are often dull and slow learners, and the number is in majority.

Accessibility

I am not very much satisfied with the accessibility level of the school. School building is designed in such a way that it does not facilitate movement of visually impaired people. Funds are also embezzled and misused. The accessibility and condition of this building would have been better if used properly.

Assistive Tools

Assistive tools such as special pencils, slates, Braille boards and Perkins, computer and other gadgets are available in the school, but the teacher is computer illiterate.

Parental Involvement

Parents and students all know about governmental provisions and orders and it has made them rude to the teachers. The parents provoke disrespect for teacher in their child and support them in their wrong-doings. For example, a student who had a very poor handwriting, her parents allowed her to bandage her hand so that she could demand a writer for her.

There are instances where parents take no interest in personal grooming of the child, and personal health care and academics both lie on teacher's shoulders. For example, providing female children with sanitary napkins, teach them how to apply hair removing cream and buy them braziers.

Parent-Teacher Collaboration

The students who show poor academic results, their parents are invited by the teachers for a review. Parents often pay no heed to these invitations because they are well aware of their child's mental abilities and expect no more from him/her. Parents who are aware of their child's importance and do take part in his/her academics, do come to review the performance very often. There are instances where even the educated parents have no concern whatsoever with their child's academic performance. They show indifference and rudeness to the teacher. When parents are told about their

125

child's poor performance, they listen and forget. Majority of the students have no academic support from their parents. They neither discuss academic performance with the teacher, nor come to receive annual result from them.

The parents and the community's contribution is nowhere at all. They are least concerned whether their child studies in an inclusive environment or a special education system. The only contribution in child's current development is put by teachers only. There is no body as PTC in our school. There is a psychologist who is not serving as councilor, she is a normal subject teacher. Parents and students do not know about her roles and duties and no parent-teacher collaboration is ever observed. And if all a PTC would come into existence, it would not work properly as parents would show no contribution in their child's development at all.

Co-Curricular Activities

There are some co-curricular activities such as racing competitions, board games, naat competitions, dramas and debates organized by the school. On that day, no classes would be held and the teacher is not happy with the fact that these mismanaged co-curricular activities affect the child's academics. She thinks that taking part in co-curricular activities is a positive thing for students, but studies must not be sacrificed for non-academic activities. Proper time allocation is necessary to separate academic and non-academic activities. A student who shows no performance in academics must not take part in co-curricular activities.

126

Student-Teacher Relation

I maintain a moderate relation with the students. I do not believe in encouragement and extra appreciation, least the students should feel spoiled. However, other teachers do motivate them by clapping for them, giving good remarks and so on. I give extra time and attention to every student and students also regard me as one of their favorite. I talk to them about their personal life and interests and have friendly relations with them. I dislike talking loud in class, scolding children or punishing them physically. Some of the teachers beat their students badly. Although physical punishment is prohibited by government order, the teachers use it anyway. Often they beat those children who have no back support from their parents. Parents are usually poor, live far off in villages and are often uneducated. Therefore, a lack of support from their family makes them a victim of child abuse. Children have now become very irresponsive and do not respond to teachers who do not use punishing techniques. The only solution for these students is to ignore them or show a little indifference. The students would say sorry madam and continue with their previous routine again.

Social Behaviors

Non-disabled children do not cooperate with them, they do not make friends with them or share their things. Teachers also do not take interest to teach them and often stigmatized them for their disability. They feel ill confident and often suffer from inferiority complex in this situation. Community members and other family members are also not very

cooperative towards them. They hold negative stereotypes and often sympathize with them. They take them as a burden on society and an extra mouth to eat without anything to contribute. They do not want to guide them and help them physically.

Teaching Staff-School Management Relations

Cleanliness and maintenance is not looked after by the managing team and the teachers have to do it all on their own. The management team is rude and talks disrespectfully to the teaching staff, treating them as a second class citizens.

Inclusive Education

Current practices of including disabled children in the general education are not right. They create behavioral as well as academic problems for the environment. A special education teacher is transported with them to assist in their education over there.

The managing team cannot refuse their admission because they are bound by government orders. Either the environment be made fully inclusive from the very beginning, or give special kids some time to grow up and get education from a special school so that when they are mature, they would be able to face societal barriers. Inclusion is only possible when there would be no special schools for disabled and no special teachers, rather, a common school that is fully accessible to all and a well-trained teaching staff capable of teaching both the categories, must be provided from the day one.

Inclusive education, however, is a positive idea and would contribute a lot in the overall development, sensitizing the whole society.

Analysis

The respondent is at the end of her teaching career. She thinks that society has become more aware of the disability concept but shows no positive attitude in form of physical help, removing barriers or demolishing stereotypes (UNESCO 2009) (Bennett 1997).

Disability is not accepted by the non-disabled children as well, as they had no previous interaction with them, as asserted by Anumonye (1994).

Cognitive abilities of disabled are almost equal to that of non-disabled students, yet proper guidance and training is necessary for every teacher to be able to teach them in mainstream education.

Parents of disabled children are indifferent of their child's health, academics and socialization. They pay no heed to whatever suggestions and complaints the teacher might put forward.

6.7 CASE 7: Respondents' Information

Gender: male

Profession: Teachers Trainer

Specialization: Ph. D. Urdu

Other Expertise: Mentally challenged

Job Experience: 18 years of teaching in general education

129

Case History

The respondent is a secondary level x-teacher and now teacher trainer. He has been teaching non-disabled students for eighteen years and trains teachers from of class one to Ph. D.

During his teaching, he happened to teach an MR student. The disability was due to shock of his mother's sudden death. The students was a sharp one before this accident and the teacher suspects that his mother did not die a natural death, or the student would not have been affected so greatly. He became speechless and gave no response other than nodding and shaking of head. The teacher was very cooperative and put every possible effort to rehabilitate the student. He gave him extra time, attention and motivation. He spent time with him during break and talked to him a lot. The student had lost all his senses and the teacher tried to recover them by playing ball games with him. Fellow students also showed a positive attitude towards the MR because they were influenced by their teacher's positive encouragement. They used to pick him up from his place, motivate him in the class and tried to involve him in their normal activities. However, the child was so insensitive as to decline every possible offer. Had the teacher not been cooperative for the students, rest of the class would have never cooperated with him, they would have ridiculed him and irritate him. The teacher says that this behavior of young boys is normal as they do pranks and mischief's with all their class fellows. The student remained in class 10th for four years. Every year when his classmates would change, the teacher had to train them and ensure that

they cooperate with the MR. with the teacher's continuous efforts and motivation, the student was able to take good grades in tenth. The teacher concludes that performance of a student is much affected by the teacher's involvement in it. Though parents' participation is also a positive contributor, students listen to teachers more and the MR also used to follow the teachers instructions obediently. The teacher can make everything possible for a student if he wishes. Personal motivation and self-interest in the betterment of the child is a key factor in a teachers' success to uplift child's academic and social performance.

Teacher Training

He has never received any training in special education, but his wide experience and exposure has made him able to teach any sort of a student. He can teach any student belonging to any of the four disabilities. I know that visually impaired students need a more verbal teaching technique. However, it would be very difficult for me to teach HI students, as I prefer to convey lecture more by verbal effects.

Cognitive Abilities

I believe that cognitive abilities of a disabled is equal to that of non-disabled, a little attention and time can bring both of them at a common level. If there is any difference or deficiency in the cognition of disabled child, it could be improved with the passage of time.

Academic Performance

If a student is disabled in one sense, his other senses could be utilized and developed to produce desired academic results. I believe that if all academic barriers are resolved and a child is judged fairly according to his/her abilities, he/she can produce equally good results in exams. I have seen many visually and hearing handicap people over the internet and on other social media, they are on very high posts and are very successful in their lives. What is there in the Western world that makes them stand equal to the non-disabled persons? They have removed all social and structural barriers and have provided them with every possible opportunity to succeed. I am very optimistic that the same environment we could provide to our special children in Pakistan.

Contribution of good financial condition and well-settled background is positive to the academic performance of the student. The student does not have to earn for his family, his after-school time is not invested elsewhere as a part time laborer and he is not burdened financially. He gives time to his studies and may perform well. This favorable financial condition is obvious from his manners, dressing and new books and it affects his studies a lot.

Accessibility

Accessibility level is very low of public sector buildings, however, it is not an issue. We can make it accessible and make the other students more

responsible towards the special requirements of the disabled, they can all carry him to the class on their backs.

Assistive Tools

I am not specially trained in any teaching techniques of special children. Since I am not trained in using assistive technology, I would employ my other capabilities to teach and make the special students learn each and every concept to the most of its clarity. I am a target oriented person, you just give me the student and the syllabus to be taught, I can and I will make him learn at the best of my abilities.

Parental Involvement

Parents who show some involvement in child's performance are very few and only come twice a year to see the teacher, either because they had been passing by the school or to thank on a recent achievement by the child. There is no contribution of the parents in child's achievement, all the credit goes to the teachers and the parents come once the achievement has been earned or the child has failed the class. There are many parents who do not even know in which class their child is studying. I do not prefer to give bad reports to the parents, if they are not contributing in their child's better academic results, they have no right to punish him for performing poorly in class. I do not leave any stone unturned to make child learn and understand all syllabus content, leave nothing for parents to accomplish.

Parents, however, do acknowledge teachers' hard work and contribution in their child's achievements. Children whose parents are abroad pay no

attention to their education. The teacher has to take up the role of father as well, to keep an eye on him and see if he is involved in bad company.

Parent-Teacher Collaboration

When I was teaching, I used to call parents to review their child's performance. Just a few parents used to come, others do not have time to follow up their child's education. There is no concept of annual result day in public sector schools. The result is handed over to individual student and if the result is bad, it is conveyed home by another student.

Parent teacher collaboration might have a great effect on child's academic performance. They can also contribute intangibly to promote inclusion in schools. They can provide a full assessment report, tell teachers about the likeness/dislikeness of the child and the special needs. The material provision in tangible sense is not a responsibility of parents, school management would arrange it.

Co-Curricular Activities

Co-curricular activities are held only if the management team agrees. I strongly believe that such activities must be arranged periodically, they give students a lot of confidence and exposure. I motivate children to take part in co-curricular activities whenever organized. It is a great source of bringing discipline to a person's life. I encouraged the MR to take part in co-curricular activities, though he never actually participated, and I would like to involve any disabled student that would be studying in my class.

Student-Teacher Relation

I am very lenient to my students. I make personal relations with them and teach them with love. Use of physical punishment is not in my dictionary. Students often follow teachers only because they fear teacher's indifference. Most of times, I make them stand in the class, scold him in front of his class fellows and that is enough for the student to feel ashamed.

The teacher must influence the student's personality in such a way that he starts following teachers instructions, a teacher is a well-wisher and will always command for the student's good. For this purpose, teacher would have to make personal relations and build his attachment with the special student. It is a fact that teacher's personality influences and guides the behavior of a student more than does his parents'. The teacher standing in a classroom environment inspires the student, same teacher, as a father at home, does not inspire his own child.

Social Behaviors

Disabled are always stigmatized and a favorite target of people's jokes. Non-disabled children have normally a negative attitude towards disabled children, this may be due to the fact they are unaware of their special requirements and physical limitations. However, if the teacher demonstrates positive attitude in front of them and encourages them to make collaborative relations with their disabled fellow, the non-disabled's behavior could be improved.

Teacher feels it normal that a special child in his adolescence is targeted by his fellow students to play pranks with, laugh at or make jokes about. This age is all about mischief's and unthoughtful activities. It is also good for the disabled to face all these negative attitudes, he will learn to swallow bitter realities and would become more confident and practical.

Teaching Staff-School Management Relations

School management has no concern whatsoever whether the teacher teaches in the class or not. The teacher is provided with a time table and the only thing that matters to the management team is that the teacher must be present in the class on time. Only serious issues and complaints are heard at an upper level and there is no coordination between teaching staff and management on academic issues. The school management is not utilizing the funds as they should be properly used. They embezzle the funds and wait for the new funds to come. If they use this fund properly and with complete honesty, there is a potential in the government sector to make itself accessible and assistive to all.

There is a School Management Committee (SMC) in our school that ensures the proper usage of funds. SMC includes a parent and a retired teacher too, but there objective does not include to work for the progress and betterment of the child. For example, if the school lacks a water cooler, the SMC would give approval of funds to be utilized in the purchase and placement of a water cooler and that's all. It is basically a fund monitoring committee. In fact, the SMC members are unaware of

136

their true roles and responsibilities. The committee can serve the purpose of PTC if monitored by a third party, and not by the school management. When the members become aware of their rights and duties and by spreading awareness among the general public about the committee's roles and functions, inclusion could be brought forth.

Inclusive Education

Children reading in inclusive environment would perform better than those studying in segregated education system. They have a greater opportunity to interact with non-disable and learn normal things by copying their behaviors. If a special child comes to my class, I would assess his needs. After understanding him fully, I would be able to teach him according to his needs and will definitely produce results. Professional training combined with practical experience, would definitely enhance my capabilities and I would feel more motivated to teach special kids. I am ready to take it as a challenge and keen to tread a new path. I would then love to have disabled children in my classroom, I support inclusion. I would prefer general education over special education, because I have job experience in the field.

Analysis

The respondent is a middle aged and well educated teacher. He is highly self-motivated and is ready to accept and teach disabled students in his class (Scruggs and Mastropieri 1996).

He thinks that the cognitive abilities of disabled are equal to those of non-disabled and they can perform equally well in exams. This expectation of him might lower down the morale of parents with special children as exhibited by a research in U.K.

Parents of the public sector students have no concern with their child' education.

Parents can prove to be a great promoter of child's success but their financial position does not allow them to do so (Demsey 2005).

Teacher is the sole contributor and has great personal influence on the student.

Teachers inform parents only to the level till the power remains with them, a fact proposed by the research of Allen, Bennett, DeLuca, (1994).

6.8 CASE 8: Respondents' Information

Gender: Male

Profession: General Education Instructor

Specialization: Education and Islamic Studies

Other Expertise: Visual impaired

Job Experience: 25 years in Public Service

Case History

The respondent has been teaching Education and Islamic Studies to the elementary, secondary and higher secondary children for almost 25 years. I

Huffas-e-Karam are blind. Their ability to memorize things is far better than seeing persons. They should not be ignored as a burden to the society, they can be useful in many fields.

Academic Performance

The disabled student might not be able to fulfill the requirements of a general education syllabus, he must be tested and judged according to his disability. And if the exam paper is not designed keeping in view his special requirements, the examiner must know that he is checking the paper of a disabled and must judge him accordingly, indifferent of the non-disabled cognitive abilities.

I would give priority to my personal tasks and would make no adjustment in my daily routine if a special kid wants some extra time in the evening. Financial benefit is ignorable, I do not have spare time after school. In fact, the summer camps and zero periods are held on official orders only, I do not want to put extra effort in students' academic performance otherwise. The class response of special students was similar to those with no disability. Some were sharp and some were really dull. One of the special students of mine, who had a visual impairment, showed extra-ordinary achievement in life and he is now a professor in Public Sector College.

Accessibility

I would not recommend disabled students to take admission in mainstream education. Reasons are several, for example, teachers' inadequate qualification and training, lack of accessibility and assistive tools,

behavioral barriers from non-disabled students as well as management, incapability of teachers assessing and evaluating their performance on individual level.

Assistive Tools

I keep in touch with the latest developments in teaching and learning methods. Through internet and discussing with my friends teaching in the private sector, I keep up-to-date with latest techniques and methodologies. I prefer variations and innovations in my work and am creative in doing my assignment. I do not care if the management does not appreciate my creativity. There are instances when I had been discouraged for bringing variations in my work, but as far as I am satisfied with my work, I do not care for bad comments.

Parental Involvement

The number of parents, who take interest in their child's academic performance and come to see the teacher, is very less. A few parents who do come to review their child's performance are often aware of the importance of getting education for their child. They are keen to have a firsthand knowledge of their child's education and support their children back at home as well. However, parents of the wealthier or a well-educated background do not take much interest. A few students are being supported by their parents and families in educational matters, they have joined a tuition center or are helped by their parents or other family members in doing homework.

141

Parent-Teacher Collaboration

Often we call parents, telephone them and ask the student again and again to bring his parents to school, but they do not pay heed to our requests and invitations. Often they are short of time and do not have much concern with their child's educational achievements. Parents of the public sector students are also non-collaborative and do not show any sort of cooperation with the teacher towards building a partnership relation in supporting child's academic performance.

In my whole career, there are only one or two such incidences when parents came with really good suggestions how to better teach the class, that is, with the use of audio visual aids. But we lack resources in public sector and often cannot fulfill their desires.

There is no such body as Parent-Teacher Council in the school. Though the body has been constructed in papers, no practical form exists. Parents and students are also unaware of the existence of any PTC body, even in papers. However, I believe that PTC would act as a liaison between the teacher and parents and would put positive effects in the academic achievements of students.

Co-Curricular Activities

Co-curricular activities such as debates, sports, naat and qirrat competition, are held in the school. Students who are willing to participate voluntarily are selected and judged on their abilities and performance. If a potentially competitive student does not take part in co-curricular activities, I motivate

him and will motivate the special students as well, judging their abilities and individual capabilities. However, I have experienced a very little interaction with the disabled students and I do not trust their abilities and confidence level very much. Students with no disability are always preferred on disabled students and this will continue happening till it is not made incumbent on us to include them in the normal course of school activities.

Student-Teacher Relation

A teacher has more influence on the student than parents. Only teacher can enhance his abilities and push him forward to achieve success in his life. Students prefer to share their behavioral and social problems with teachers more than they do with parents.

The power distance between the student and the teacher is very prominent. Teachers do not accept advice and suggestion from student's side and in return, scold him for being over smart with the teacher. However, there are a few teachers in the public sector who believe in student-teacher collaboration and appreciate student's contribution and efforts. I have moderate relations with my class, I do not believe in punishing them physically. Once or twice in my whole teaching career have I slapped a really disobedient student hard on the face. My students follow my instructions readily as soon as I change my facial expressions to an angry one.

Normally, in a class of 50 students, where there is only one disabled student, we ignore his special needs and do not pay him extra attention. His academic achievements are all accredited to him alone, if he is a brilliant one. We have to manage our time and resources according to the needs of the whole class, and cannot focus on a single special child.

Special children are difficult to handle and the level of difficulty depends upon the severity of their disability. Repetition of words, inability to understand things as quickly as non-disabled children do, speaking loudly to make them listen, are some problems that a teacher might face in teaching special children.

Usually, the physically disabled students do not demand for extra facilities and care. During examinations, they might need extra time, which I provide them happily. I am a homeopathic doctor too and keep a soft corner for disabled children especially. Once a young girl came to me along with her mother. She was a mentally challenged/slow learner as well as physically handicap. She had completed her matriculation and her mother could afford no more of her educational expenses. I promised voluntarily took responsibility of her education, sent her admission to Allama Iqbal Open University and paid all her expenses.

Social Behaviors

It is a requirement of adolescent age to play pranks with class fellows, do mischief's and move about irritating people. It is a part of life and is necessary for their grooming and learning. Non-disabled children also act

naughty with one another and they do the same with their disabled fellow students. I think it's perfectly normal and is very important for the special student to face these behaviors. He would learn to react appropriately, be familiar with normal attitudes and will have a good experience learning and absorbing from the mainstream environment. Mainstream environment inspires the special children more and they feel more confident and focused in preparing their future plans.

Teaching Staff-School Management Relations

The frequency of having a special child in a public sector classroom is very low. Almost one-two students appear in five-seven years. Management of the school has never told us to help the disabled student, nor has it ever provided any training on the subject. The school management is very cooperative with teachers. I have been sent to a couple of teacher training courses by the management, but it did not enhance my skills very much. I am satisfied with the proper usage of funds by the management, and the unavailability of facilities is due to shortage of funds. The arrangement of a writer for a visually impaired student is not a teacher's headache, there are standard procedures through which the special child can demand for a writer and the school head has to arrange for one.

Inclusive Education

All or most of the teachers in public sector would embrace the idea of inclusion, because we have B. Ed. Qualified teachers in public sector and

145

they are provided with background knowledge of disability in their degree. However, lack of resources and inaccessibility of the building and the environment, as well as absence of any assistive tools and syllabus integration would hamper their personal willingness. Although the teaching staff would favor inclusion, the management would resist due to lack of resources and parents would contribute nothing for lack of concern.

Special students need extra attention. To bring them at an equal level to the non-disabled children, additional support and involvement from their families would be required. If public sector schools were all inclusive, we had a sense of responsibility towards our service, our religion and society. We would have been able to understand them properly, divide them into groups according to their requirements, after an assessment of their needs and abilities. We would be teaching them on their individual need level and not according to the common syllabus requirements. At present, we are given a syllabus that we have to teach the whole class. We cannot concentrate our abilities on one unit and let the overall performance of the class be affected.

Analysis

The respondent is a middle aged experienced teacher with qualification M. Sc. And has received a few teaching trainings. He is not aware of the idea inclusive education and has got no knowledge about special teaching techniques. In a class of 50 students, where there is only one disabled student, teachers ignore his special needs and do not pay him extra

attention, because he thinks the responsibility lies with the special education schools as concluded by Mostert et al. (2002).

Management of the school has never told us to help the disabled student, nor has it ever provided any training on the subject.

The disabled student might not be able to fulfill the requirements of a general education syllabus; he must be tested and judged according to his disability.

The power distance between the student and the teacher is very prominent. Teachers do not accept advice and suggestion from student's side, a fact asserted by the research of Allins (2014).

Parents of the public sector students are non-collaborative and do not show any sort of cooperation with the teacher towards building a partnership relation in supporting child's academic performance.

6.9 CASE 9: Respondents' Information

Gender: Male

Profession: General Education Instructor

Specialization: Biology, Chemistry, Physics

Other Expertise: Physically Handicap

Job Experience: 2.5 years in public service, 2 years in NGO as quality assurance officer

Case History

The respondent is an M. Sc. Biology Chemistry and has a two and a half year experience in teaching. He teaches Biology and Chemistry to the students of matriculation. He has got a physical disabled in his classroom., and says that he cannot take initiative on his own to accept a deaf/blind child in his class and teach him without having any prior knowledge/training on the teaching techniques.

Teacher Training

The respondent is unaware of the idea of inclusion. He has neither training in special education nor any qualification on the subject and is unaware of the special requirements of disabled students. The only information about disability he possesses is due to media programs.

Cognitive Abilities

I have no prior experience teaching sensory disabled students. However, I believe their cognition and learning is equal to those of students with no disability. Disability has nothing to do with a person's intelligence level. I see many disabled persons on media, who are excelling in their respective fields and have earned great achievements.

Academic Performance

Academic performance of both the disabled and non-disabled be brought to an equal level if provided with equal facilities and opportunities.

Accessibility

The school building is not accessible by wheelchair users and often we cannot change our classroom due to unavailability of space and the large class strength.

Assistive Tools

There is a great difference in teaching a non-disabled student and a disabled student. I often use display charts, scientific models and dummy organs to give a better understanding of subject matter. These audio visual aids are difficult to be used with persons with hearing and vision disabilities. However, I do not think that it is very difficult to teach them through special teaching techniques because disabled students studying in special education are being taught the same syllabus. The only difference is that I am unaware of the special audio visual techniques to teach them the subject matter.

A teacher in our school, who is a physical disabled himself, teaches his subject matter through multimedia. He has bought this device on his own expenditure and overcomes his disability by making use of this technology.

Parental Involvement

Parents of public sector students belong to lower social economic status. They have no concern with their child at all. Majority parents have no concern with their child's academic performance, they show no involvement in child's education.

The major factor that affects the parents' involvement and motivation is their level of awareness, with the importance of getting educated to survive in this society. These children perform better in class. Financial status has also a great impact on a child's performance, students from sound financial position are supported by their parents for educational expenses. They are tension free how to earn, to spend and help their family in financial matters. This will set his mind free from burdens and will take more interest and study with more concentration back at home.

Parent-Teacher Collaboration

We call parents to review their child's performance but they never show up. The percentage of parents who do come to see the teacher is below 3%. In my whole career, I have met only one father who is really worried about his son's education and comes to review his class performance periodically. I strongly believe that parents can influence their child's good academic performance and the teacher can never make him genius until and unless the parents show involvement at home. The academic success is dependent upon the collaborative triangle among the student, the teacher and the parents.

Co-Curricular Activities

I encourage students to take part in extra-curricular activities. The physical disabled in my class is good in spoken English and I motivated him to take part in English debate competition. He participated and won the competition.

150

Student-Teacher Relation

I have adopted student-centered teaching approach, in which the teacher asks for equal involvement from the student in class matters. I believe in collaborative learning environment and do not keep a power distance from my student. I never use physical force on students. However, I believe that students in earlier days used to study hard because they had a greater respect for their teacher. Lessening the power distance between teacher and the student has also lessened the level of student's respect for teacher. I am in favor of using physical force on children, teachers are their well-wishers and they do nothing to harm them.

I am ready to give extra time in break, games period or after off-time to the special student for a clearer understanding. I will facilitate him in all possible ways if he needs some extra care from me. Even now, I give extra time to non-disabled students in zero periods, breaks and games period, why not to the special kid?

Social Behaviors

Disabled student studying in my class faces no discrimination or ridicule from the non-disabled fellows. They make friends, share lunch and discuss things with each other.

Teaching Staff-School Management Relations

There is a School Management Council in our school that sanctions the usage of funds given to the school once a year. The SMC includes parents, retired personnel and management team member. The council makes it

151

sure that the funds are being properly used and the urgent requirement is met accordingly. It has no influence on management practices and can only suggest to make the environment inclusive. However, to build ramps, accessible toilets and purchase assistive tools is in hands of SMC and can work for inclusion.

Inclusive Education

Inclusion is not preferable until the environment is made accessible, schools are fully equipped with assistive tools of teaching and the teaching staff is trained in special education techniques. However, if a time comes when all these criteria are met, I would prefer special children to be admitted to the mainstream schools. This would remove the stigma for disabled people as well as the special children will gain more confidence and courage to compete and interact with the non-disabled children. They would try to learn more and overcome their disability. They would try to come equal to the non-disabled community. This improved level of interaction would help in both ways and will benefit the overall society.

Analysis

The respondent is a young teacher with a teaching experience of two and a half year. He has received no training or special education in teaching disabled children. He believes that there is a great difference in teaching a non-disabled student and a disabled student, and is reluctant to face disability due to perceived lack of competency as suggested by and Ward (1987).

152

He has adopted student-centered teaching approach, in which the teacher asks for equal involvement from the student in class matters.

Parents of public sector students belong to lower social economic status and majority parents have no concern with their child's academic performance, they show no involvement in child's education.

Disabled student studying in the respondent's class faces no discrimination or ridicule from the non-disabled fellows.

There is a School Management Council in the school that sanctions the usage of funds given to the school once a year, and can take steps towards inclusion, as suggested by Hussain (2005).

6.10 CASE 10:   Respondents' Information

Gender:	Male
Profession:	General Education Instructor
Specialization:	Biology, Chemistry, Physics
Other Expertise:	Physically Handicap
Job Experience:	25 years in public service

Case History

The respondent is MS Ed. And has got a vast experience of 25 years teaching in general education of public sector. He teaches science subjects to the students of matriculation and has dealt with physical disabled student in his classroom.

Teacher Training

I have been provided several refresher courses in my career. For example, when a new syllabus is introduced, the teachers are trained to fill in the gap between the newly integrated syllabus and the old one. In another instance, we were trained to reuse the disfuntioning scientific apparatus such as vernier calipers, screw gauge. This course really enhanced my knowledge and skills and similar courses in special education can also be provided by Punjab education department. The fact is, teachers do not attend any training other than is made compulsory for them by the government orders.

He has got no training in special education, nor is he familiar with special teaching techniques. Still, he knows that there are some special education centers as National Institute of Special Education (NISE) that trains teachers for teaching special children. He says that the teachers trained from these special centers can help general education teachers through assisting them in classrooms.

Cognitive Abilities

Cognition and intelligence of disabled students vary in the same way as that of non disabled students. There are good and poor students in both categories. Disabled children are not difficult to handle, they are same as the rest of their class fellows. Special children are not generally admitted to general education schools. Parents take them to special education schools such as Chanbeli, Qandeel as their first priority. Children only

with mild disabilities come to the general education, those who have no cognitive limitations and/or sensory impairments. They have a cognition and understanding level equal to those with no disability at all and require no additional time/facility from the teacher.

Academic Performance

I believe that special children are brighter in many ways to the non-disabled children. If there is a deficiency in one sense, another sense would be so sharp that it would serve the purpose of both senses. They can perform equally well in exams.

Accessibility

The accessibility level of the school is very poor, we have no slopes to carry the wheelchairs upstairs. Students are being carried on their fellows' backs and carried down the same way. We did not try to accommodate him by arranging his class on the ground floor.

Assistive Tools

A teacher in our school makes use of his laptop and computer lab to teach the students and give them a better understanding of concepts through visual/audio aids. I, however, am unable to use these gadgets without a prior training.

Parental Involvement

Parents of the disabled child studying in my class try to provide him with extra facilities, for example, his father sent him a special bike from China that run on battery power and if the batteries are not charged, it could be

paddled as well. his parents show involvement in their child's education. Parents who are well-educated and have enough resources to help their child, do support him by arranging tuitions for him and helping him out at home.

Parent-Teacher Collaboration

Parents are unconcerned with their child's performance. They often do not know in which class their child is studying. They pay twenty rupees and expect that their child would be safe for six hours daily. Parents show no concern whatsoever with the child's performance. They ignore the invitations from the teacher and if all they come to see the teacher, the complaints and suggestions by teacher are all unheard by them. Son of a district judge was a student of mine, and the parents never came to me to inquire about their child's education.

Co-Curricular Activities

I encourage students to take part in extra-curricular activities. The physical disabled in my class is good in spoken English and I motivated him to take part in English debate competition. He participated and won the competition. He also plays cricket, does batting and keeps a runner with him.

Student-Teacher Relation

After the Punjab government policy مار نہیں پیار, I started avoiding the use of physical force on students. I give extra time and attention to the students who require it. If a student lacks behind in studies, I give provide him

more explanation in after-school time. Similarly, I would give extra attention and care to the special student as well.

I believe in motivating disabled children more, for example, when I ask a question and the disabled child does not raise his hand, I call him by name and seek the answer from him first. This gives him a sense of involvement and encouragement. I do not have one-to-one interaction with my students and I do not know them personally.

Social Behaviors

The non-disabled students in my class show child a high level of cooperation with the only disabled fellow. They help him out in almost everything. Carry his bag to his home.

Teaching Staff-School Management Relations

There is a School Management Council in our school that sanctions the usage of funds given to the school once a year. The SMC includes parents, retired personnel and management team member. The council makes it sure that the funds are being properly used and the urgent requirement is met accordingly. It has no influence on management practices and can only suggest to make the environment inclusive. However, to build ramps, accessible toilets and purchase assistive tools is in hands of SMC and can work for inclusion.

Inclusive Education

I lack in teaching competency to teach special children, there is a remarkable shortcoming in our teaching training that must be covered up

before we take any special child in our class. I wish to be capable enough to teach a special child before he actually sits in my class. I can take personal initiative once I take special education training from an institute or the already running teacher trainer courses are designed to cater the needs of special students as well.

Analysis

The respondent is a middle aged experienced teacher with no training/education on special teaching techniques, however, he possesses some background knowledge about disability.

Cognition and intelligence of disabled students vary in the same way as that of non-disabled students.

He perceives a lack in teaching competency to teach special children , there is a remarkable shortcoming in his teaching training that must be covered up before he takes any special child in his class (Mukhopadhyay, Nenty, and Abosi2012; Carol et al. 2003; Gould & Vaughn 2000; Schumm& Vaughn 1992). He demanded for more resources, funds and support for teaching materials and equipment's.

Special children are not generally admitted to general education schools. Parents take them to special education schools such as Chanbeli, Qandeel as their priority as suggested by Mostert et al. (2002).

Parents are unconcerned with their child's performance. They often do not know in which class their child is studying.

The non-disabled students show to their disabled class fellow, a high level of cooperation as concluded by the research of Anumonye (1994).

PTC/SMC can prove to be a good source encouraging inclusion in public sector schools (Hussain 2005).

6.11 CASE 11:   Respondents' Information

Gender: Female

Age   :   21

Disability: Hearing Loss

Case History

The student is a twenty-one years old young girl studying in seventh grade. She has an eighty percent hearing loss. With the help of a hearing aid, she is now able to do 80% of her listening work herself. She is good in following lip movement and the things she does not hear, can guess on the basis of lip movement and therefore, emphasizes on eye contact more. She can listen to almost every sound near her. She is capable of doing all her everyday life chores easily.

Disability Training

The family always supported her and made her rely on her hearing ability. She was not completely deaf and could learn to speak if motivated. The family members never used signs and signals to communicate with her. They preferred speaking loudly enough, went closer if she could not understand the word from a distance and repeated the word several times

so that she could copy. The family never wanted her to learn sign language first, because it would make her comfort-lover and she would not struggle to learn speaking afterwards.

Had the parents be financially more stable, they had struggled for better facilities for her. For example, the speech therapist costs Rs. 300/- per day and they cannot afford this expense, the father is a clerk in bank. They are providing her with best of facilities they could in this limited income.

Cognitive Abilities

The student has a sharp cognition ability and is able to understand concepts and math sums at a speed equal to that of non-disabled students. Still, she thinks that the student's hearing disability has hampered her education in some way or other. She would have performed better in education had she been perfectly normal. Even at this stage, the student may stuck at some easy point and need detailed explanation. Although she is a keen learner, some words may sound new to her which are commonly used in our daily life. She reads the news alert on a news channel and inquire what the newscaster is speaking. Though her listening and lip reading has improved a lot, she still lacks behind understanding verbal communication thoroughly.

Academic Performance

The student's elder sister helps her out in her studies. She has always been looking into her educational matters, helped in doing homework's and preparing for exams. She reports that the student showed no significant

academic results in general education school (below 70%). Her progress was very slow right from the beginning and could not concentrate on concepts. She was a below average student in general education and she thinks her sister would have completed her intermediate by now had she been admitted to inclusive education school right from the first day.

Teachers are very pleased with her performance. She is a quick learner and a keen respondent. She is active in all the curricular and co-curricular activities. She tops her class and takes 80+ percentage in exams.

Accessibility

Special schools for deaf and mute children do not accept the student's admission. They claim that the student has a hearing level near to normal and she does not require special techniques to be taught. They consider her normal and recommended the parents to send their daughter back to normal school. Once placed among the complete deaf and mute children, she would forget all that she has learnt so far and would become mute too.

In the beginning, parents went to the student's general education school and demanded for extra time and facilities. But the school excused saying that the teachers could only give to her whatever they are giving to the rest of the class. In a large class as hers, it is not possible to give her attension more than the others, teachers have to complete their day's work in a period.

When the student was younger, she felt exclusion from certain activities such as singing songs and anthems with other children. Now as she grew

up, she learnt to live with her limitations and is contented with her abilities. She felt disappointed when she could not understand others speaking, back when she was studying in general education school. When she got admission in inclusive education and saw other children facing similar life circumstances around her, her confidence was recovered and she became active. Now she aspires for a future, to become teacher in her life.

The student has to face many social barriers in her life, such as she was unable to use computer for a long time because she could not understand what the computer buttons/icons do. If all her social barriers are removed, the parents think that she would be disable no more (socially). Still, parents believe that social barriers are impossible to be removed completely, before that, a medical treatment is more likely to be introduced.

Assistive Tools

No assistive tools other than sign language and speech therapy are being provided in the school. There is a separate class for therapy and though she does not need to learn sign language for herself (as she can hear and speak) she has learnt the sign language to facilitate communicating with other complete deaf students.

Parental Involvement

The student always shows good results in exams due to which parents do not visit school very often. Parents are tension free their child is performing well in class, why bother visit her school regularly?

Parent-Teacher Collaboration

The teachers have a telephonic interaction with the parents and discuss the student's problems on phone or tell them she requires something the next day for classwork. The teacher has never invited parents to visit school and review the student's academic performance. This is mainly due to the fact that the student is a well-performing one and does not require teachers and parents to bother about her.

Termly, monthly and weekly result cards are sent to home by hand, parents are invited only to the annual result day. Parents and the elder sister always attend all those functions in which they are invited by the school management. There they could give suggestions and provide feedback on management practices. Mostly they emphasize on increasing the interaction level, arranging more extracurricular activities and organizing events that would enhance the confidence level of the student.

Co-Curricular Activities

The student takes part in all co-curricular activities held in her school, such as painting, drawing, cooking and recitation. Both parents' teachers motivate her to take part in every activity. At home, she does cooking,

163

cleaning and loves to go out on a picnic. She does shopping for herself. She is a well-disciplined girl and often reacts when the house is untidy.

Student-Teacher Relation

The teachers are cooperative and possess a favorable attitude towards her disability. The student is given extra attension and care by the whole staff, she is the apple of everyone's eye. She is happy being taught by them, but when teaching staff changes, the student are greatly disturbed. She feels skeptical of the behavior and compatibility with the new teacher. Soon, everything comes to normal because she is suffering a mild hearing problem and is not dependent upon the teacher altogether for her learning. Moreover, at this stage, she has grown quite mature and does not panic on situations.

Teachers do not give extra time to educational matters. If a problem still lingers in the classwork, the thing is carry forward to the next day. She has never been punished in the class neither in general nor in inclusive education. She was also given extra care in general education, teachers remained lenient with her always.

Teacher has more influence on a child, the student both fears him and follows him obediently. The role of a sincere and considerate teacher in academic success of a student is crucial.

Social Behaviors

Here in inclusive school, the children belonging to other disabilities, such as MR, VI and non-disabled students, all interact with eachother. They sit together and make friendships.

The student had to face negative social attitudes at several occasions, when people pitied her for her disability or passed some negative comments about her. The other extended family members and other neighbouring community, are all familiar with her disability and do not exclude her from their circle. In fact, all the older family members love her more and give her edge on other children, due to which their offspring's have learnt the same attitude and give love and respect to the student.

Parents-School Management Relations

Parents are of the opinion that success of a disabled child and her/his achievements in life are all accredited to the parents only, institutes and schools are only filling up their own wallets with the funds that are sanctioned to them for improving lives of disabled persons. The parents told that the fee is a little higher than they could afford. The school's management is fair enough and does not misuses funds, still there is a lack of facilities. Parents are satisfied with the school head and think that he is doing a great job in helping out disabled children.

Inclusive Education

The student had been admitted to general education before at the age of 4 years. There she was passed on to seventh class and was good in writing

but her reading and speaking abilities were not improved. Parents took her to inclusive school and there she was admitted to the class nursery and started up the whole thing again. Since then, she has improved a lot, now she is able to write as well as read everything in syllabus. Her cognition and understanding has improved a lot. Back in general education, she often felt ill confident in speaking out her mind. Everybody was speaking there and at a faster speed. She missed out many words and was unable to respond quickly. This made her shy and less talkative as she was unable to cope up with normal life conversations. Now her speech has improved and her communication has increased. When she was first admitted to the inclusive education, parents and the elder sister learnt different signs and their interpretations from the teachers.

Analysis

The student is a twenty-one years old young girl studying in seventh grade. The student had been admitted to general education before at the age of 4 years. Back in general education, she often felt ill confident in speaking out her mind(UNESCO 2009).

Disability hampers her quick learning and cognition of ideas.

The teachers are cooperative and possess a favorable attitude towards her disability (Bennett 1997).

Teachers do not give extra time to educational matters, the evidence supported by the study conducted by Johnstone (2007).

Parents do not go to see her teacher very often, only at the final result day.

Children belonging to other disabilities, such as MR, VI and non-disabled students, all interact with each other.

Teacher has more influence on a child; the student both fears him and follows him obediently. The role of a sincere and considerate teacher in academic success of a student is crucial.

6.2 Findings

The case study research method was greatly a time consuming one. Some respondents deliberately hid their true opinion, some manipulated their own ideas under an influence of a general perception. Some respondents could not speak openly in the presence of other school members. However, some major findings that the research revealed are as follows:

- Disability is a social phenomenon. Though we cannot neglect the biological deficiency, we can overcome it and remove the difference between social statuses and promote acceptance of a disabled person by eliminating social barriers, negative stereotypes and accessibility problems from the environment.

- Inclusive education is a better option than the segregated education. For past few years, there has been an increase in the awareness and acceptance level of disability. Schools like Hassan Academy are practicing this model successfully in their institutions, and the

model can be implemented in other mainstream schools with a little improvement in accessibility of the building and training to the teacher, lack of resources has not been reported as a reason for exclusion by any of the respondents.

- The cognitive ability of disabled children are equal to those with no disability. There is a need for proper guidance and a little more attention to the disabled children, after which they can produce results as good as those of non-disabled children.

- Co-curricular activities are a great source of motivation and encouragement for children. For one thing, they give confidence and exposure to them; on the other, they are a source of making disabled children interact with non-disabled children.

- Children studying in inclusive environment are more confident and competent. They not also learn to respect diversity and disability, but also enhance their skills by learning sign language or other communicating methods. Their attitude towards disabled people improves and their acceptance becomes greater.

- Parents of disabled children are mostly unconcerned about their child's performance. They do not expect them to perform brilliantly or bring home extra certificates and awards. They are satisfied over the fact that their child is attending a formal institution. Parents' involvement is almost absent in special kid's academic performance.

- Teachers possess a positive attitude towards special children. They want to teach them and take personal interest in their learning. Teacher has a greater influence over their students and can contribute more in child's development. Teachers from both general and mainstream education are ready to welcome disabled children in their classroom.

- School management of public sector schools do not cooperate with teachers and do not communicate with parents. There is a great power distance between the managing team and the teacher as well as the teacher and the parents. However, student-teachers relations are reported to be collaborative and friendly. Children learn more in a collaborative environment.

- There is a misuse of funds. The accessibility level of the school could be improved if there would be an appropriate use of available funds. More assistive tools could be provided and teachers may be trained if funds are allocated properly.

- Disabled children face social exclusion from the society. The non-disabled children act strangely and often negatively with disabled children when they incidentally come in contact. This behavior problem could only be resolved if both the categories had always been studying and interacting with each other.

- Parent-teacher collaboration can have a very positive effect on child's development. Children whose parents show involvement in

their progress perform better than others. Social barriers can be removed and an inclusive model of education can be implemented if parents make partnership with teachers and the management team facilitates in providing accessibility and assistance to special children.

Chapter No. 7

DISCUSSION, CONCLUSION

and

SUGGESTIONS

DISCUSSION

According to the census for 1998, there are 3,286,630 people with disability constituting 2.54 per cent of the population (Bureau of Statistics, 1998). The figure is underestimated, as the definition of disability did not include moderate and mild disability. A survey of the prevalence of special needs children sponsored by the WHO in 1985 indicated that 10% of the young population had some sort of disability, such as emotional disability, visual impairment, hearing impairment, mental retardation, physical disability, learning disability or multiple disability. Of these, only two per cent had access to institutional facilities (Shahzadi, 2000). Data reveal that 0.3% of disabled persons are found in Rawalpindi (Bureau of Statistics 1998).

Most schools in Pakistan are crowded and poorly equipped. The pedagogical methods applied in mainstream, special and inclusive schools are largely copying and memorizing. The teaching– learning process addresses the individual learning needs of children in a limited way, and there is little scope for creativity or critical thinking. Students are expected to obey the teacher. There are some schools that still practice corporal punishment.

Children and adults with disabilities are generally excluded from the regular school system. School-going children with special needs are gradually and deliberately pushed out of the school system because school administrators and teachers are not familiar with the learning needs and

172

abilities of these children. Schools lack the flexibility and expertise to make room for them. Children are classified and placed in separate special schools away from their family and peers. This led to the development of two systems of education: General and special, that in turn led to children being isolated from each other within the same society. In the late 1950s, the categorization of people with exceptionalities into separate groups and their institutionalization began receiving criticism from professionals as it removed people with disabilities from the cultural norm.

All children, including those with disabilities, can be accommodated in ordinary schools. The school policy of inclusive institutions is to include children with disabilities. They have created a welcoming and accessible environment for children with special needs. Such conditions are considered to be important for establishing an inclusive school. Schools with commitment by the principal and supportive teachers have given the opportunity for all children, including those with disabilities, to interact, communicate and respect each other. Children with disabilities can attend regular schools from their homes instead of staying in boarding schools or being isolated in special schools. This process of inclusive schooling is expected to change society's mindset, and encourage many families to send children with or without disabilities to such schools.

Inclusive schools that demonstrate good practices in Pakistan are restricted to big cities in the private sector. Most are not accessible to children with disabilities living in remote or rural areas. Special education support is

173

usually not available to disabled children in rural areas. Parents are not willing to send their challenged children to school, as they fear that they will be stigmatized or that their children will not be able to keep up with the class. In some places, school directors or teachers refuse to accept a child with moderate disability for these types of reasons. Distance and other problems related to commuting to school add to the difficulties for these children.

The number of people with disabilities is greater in urban areas than in rural areas. A possible explanation is that the incidence of mortality is higher in rural areas than in urban areas. On the contrary, the availability of educational facilities is only possible to almost every village, town and city of the country owing to the establishment of public schools nationwide. Since 1959, the National Commission on Education placed the education of disabled children on the government agenda for the first time. It recommended the provision of vocational education for children and adults with mental retardation, and training of teachers for the education of children with disabilities. The Education Policy of 1972 provided funds for special education. In the 1980s and 1990s, the Government of Pakistan significantly increased the budget allocation to newly established special education centres and other institutions for the education and rehabilitation of children with disabilities. Government initiatives resulted in more than 200 special education institutions with more than 20,000 enrolments.

The educational policy of 1998-2010 took steps for the establishment of School Management Committee, where village representatives were involved in school matters to secure community participation in schools (Ministry of Education, 1998-2010). School Management Committee was replaced by Parent's teacher Association (PTA) in 1990s. Government ordered public sector schools to involve parents and other community members compulsorily in schools and organize them through an elected body known as Parents Teachers Councils(PTCs)/Schools Managements Councils(SMCs).

Parent's teacher council is a combine organization of parent and teachers. It is a platform, which works for the development of the education process of the children and for the safety and protection of the children at school, home and place of worship. Parents could help their special children and concerned schools in a number of ways, such as assistance in home works, retention of lessons, paying visits to schools, contacting teachers to ask about academic condition and social behavior of their children, providing financial donations, granting stationery and uniforms, supplying construction material and suggesting environmental modifications for facilitating inclusion. Due to such type of involvement of parents and community, academic and social aspects of special children can be improved. The inclusion model can also broaden the expertise of mainstream teachers. In turn, teacher attitudes change with experience of inclusionand increasing competence (Cook et al. 2000).

Thus, PTCs can be proved to be a strategic tool in the process of implementation of inclusive education through combined efforts of parents, community, teachers, students and the school management.

CONCLUSION

From various reports published worldwide, it is clear that large numbers of children who struggle daily with additional hardships are not getting the chance to improve their lives through education. This means they are caught in a spiral of low expectation, low esteem and low income.

The minority of children with disability that do get places are often not sitting in the same classroom as other boys and girls because of a sense that they need to be separated and treated differently. Globally it is estimated that 70% of children with disabilities, including those with mild mental retardation, can attend regular schools provided the environment is designed to be accessible and the institution is willing to accommodate them.

History reveals that the education of children with special needs was mainly in the hands of religious institutions. At the time of independence, only a few schools were functioning for the education of children and adults with disabilities. Following independence, some private institutions became active in providing educational opportunities to children with special needs. The regular government school system in Pakistan functions independently of the special school system. Such segregation is also evident in schools run by the private sector. Teaching methods enhance the

176

learning ability of the individual child in a limited manner. The system does not usually allow for a participatory role by the child nor does it stress the development of his/her creative and critical thinking ability. Students are expected to obey the teacher.

The researcher believes that the goal should be to enable all children to have full participation in the development of their community. Meeting this goal of inclusion requires all structures and community-based services to be accessible to all members of the community without discrimination. For this purpose, the participation and involvement of the parents and surrounding community is crucial. There is a need to mobilize local resources, both financial and human resources, and invest them in uplifting the educational standard of special children.

It is hoped that this research will be a starting point for policies and practices that get many more children with disabilities into school. As we all work to fulfill the Millennium Development Goal of 'Education for All' I would urge that the exclusion of the challenged child be specifically addressed with initiatives aimed at ending prejudice and isolation. It is hope that this process will facilitate momentum toward the full inclusion of every child in all that their community has to offer.

SUGGESTIONS

There are ongoing debates in Pakistan regarding the promotion of inclusive education. Critics of inclusive education argue that the people responsible for formulating policy are international experts who are ignorant of the situation that prevails in the country. Those attempting to apply inclusive education at the grassroots have tried to implement indigenous methods to educate challenged children.

It is important to keep in mind the extent of public education at the school level if an effective plan for inclusive education is going to be implemented. The number of primary schools in the public sector in Pakistan is 106,275 (Bureau of Statistics, 1998), and there are 278,051 teachers working in these schools. The Punjab Ministry of Education will have to make modifications to school environments, adapt the curriculum for special needs, and train teachers in order to build their capacity for undertaking the challenge of inclusive schooling. For this purpose, sufficient financial resources, new infrastructure and a new vision of education for all are facilitating elements.

The research findings have suggested the following recommendations:

1. There is a need to improve coordination between of the Ministry of Education and the Ministry of Social Welfare and Special Education with the ultimate aim of shifting the portfolio of education of children with disabilities and other marginalized groups to the Ministry of Education.

2. National sample surveys should provide a comprehensive database on the magnitude and educational status of children with disabilities in terms of types of disability, age, sex, location, etc. Care should be taken to involve trained personnel in data collection.

3. The private sector has taken a lead in promoting and implementing inclusive education. There is a need to support these efforts by providing grants from the government and international donor agencies.

4. Departments of special education at university level should be assigned the task of training teachers working in inclusive schools through short training courses and workshops.

5. Orientation and awareness programmes should be given to all sections of the Ministry of Education to help plan for inclusion of children with special needs according to international standards. Rural primary schools in remote areas should receive preference, and should be encouraged to start inclusive education in the first phase.

6. International donor agencies funding social development projects should take up the promotion of inclusive education as a first priority, and provide financial and technical support to the government, NGOs and the private sector.

7. There should be legislation that makes it compulsory for every public school to admit all children irrespective of their special needs. However, at the initial stages, severely mentally retarded children or children with severe physical handicaps may be referred to a special school.

8. The print and electronic media should be used to prepare proactive perceptions for the community including parents. Various associations, including the Parent-Teachers Councils, working and also those for drama and cultural events can be involved on a regular basis in monitoring how characters and stories project disability.

9. In-depth research should be undertaken regularly to investigate the constraints and difficulties faced in implementing inclusive practices in the area.

10. There should be coordination among the health units, special schools and ordinary schools. Coordination committees comprising the leaders of these three systems should be established at the district level.

11. The education policy of the government should clearly set out the agenda for finding the most practical, cost-effective ways of meeting the needs of all children in ordinary schools.

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ANNEXURE

Once the targeted population was identified, I began contacting potential respondents. Eight of the respondents are teachers, so in order to interview them, I first had to take permission from their school heads and showed them the research permission letter issued by the supervisor. The heads of special schools showed great cooperation and invited me to visit the the whole building as well. There I had no difficulty in collecting information and interviewing teachers, except that teachers' attitude was highly favourable towards their management and hid information that would reveal some deficiencies in school's management practices and policies. However, it was very difficult to contact teaching staff of the public schools of general education. The management was resilient and would not let interview their teaching staff members. Moreover, the problem of favourism and defensive attitude of the teaching staff kept them from revealing actual information. Another problem that I faced in the initial stage of data collection was: when I contacted a PTC member of a public school, who was a psychologist and a well-qualified teacher, she responded positively. Later, when I told her my research problem, she refused to take part in the interview, stating that she is not interested in any research other than relevant to the subject of psychology.

I began every interview with a short introduction of myself, the university and purpose of this interview. I, then, get the consent form signed by the respondent and turn on my audio recording device. At the end of each

interview, I thanked the respondent and exchanged contact numbers with him/her for future correspondence.

Case Study Interview Guide for Teachers

1. How logn have you been teaching?
2. Are there any special children in your classroom?
3. What types of disabilities have you been dealing with?
4. Have you received any training in special education?
5. Are you proficient in using assistive tools of teaching?
6. Do you prefer teaching special children?
7. Are the disabled children difficult to handle?
8. Are the cognitive abilities of disabled children equal to those of non-disabled children?
9. Do you feel any development in child's cognitive abilities?
10. What level of response do special children give in the class?
11. Do they perform in exams as equal to children with no disability?
12. Do you have collaborative relations with your students?
13. Do you allow questioning, provide extra time?
14. Do you appreciate special children and give then extra attention?
15. Have you ever punished a special child?
16. Do you include special children in co-curricular activities?
17. Do you invite parents to review their child's educational progress?
18. Do parents come to receive their child's periodic academic report and discuss educational problems with you?
19. Do the parents cooperate in child's educational matters?
20. Do the parents demand for greater cooperation and additional facilities?
21. Do the parents provide valueable suggestions regarding improvements in syllabus, teaching methodology or the school's environment?
22. Children belonging to middle/upper class show better performance and response?

23. Children whose parents show extra care and involvement are brighter than others?

24. Do you think the academic performance of a student would get better if parents show involvement in their child's education and school activities?

25. Children studying in inclusive education are brighter than those studying in special education?

26. Non-disabled students cooperate with disabled students?

27. Do disabled students feel illconfident while competing and interacting with non-disabled students?

28. Are you satisfied with the accessibility level of the school?

29. Is there any assistive lab in the school?

30. Do parents of non-disabled children possess negative attitudes towards disabled children?

31. Are the non disabled children and their parents unaware how to interact with disabled children?

32. Do you think there is a lack of funds or misuse of the available funds that hinders inclusion education?

33. Does the school management cooperate in providing time flexibility, extra space or arranging training courses?

34. Special education training has enhanced your teaching skills and competency?

35. After getting special education training, which would you prefer: inclusion or exclusion?

Additional Questions from PTC Members

1. How often are parent-teacher meetings held?

2. Who shows a higher level of cooperation, teacher or parents?

3. How effective is the PTC in bringing together teachers and parents?

4. Students come to you to discuss educational/behavioral/psychological problems?

5. With whom children are more attached and motivated by, parents or teachers?

6. Is PTC in a properly working condition at your school?

7. How many members in PTC?

8. Do the parents know about the existence of PTC and their roles and duties in it?

9. Do the other teachers know about the existence and roles of this council?

10. Can PTC influence school's educational policies and practices?

Case Study Interview Guide for Parents

36. What is the disability of your child?

37. What is the age of the child?

38. In which class does the child read?

39. At what age the child was admitted to the school?

40. What results/academic performance the child shows in the school?

41. Do you see any improvement in the child's understanding and learning abilities?

42. Are the cognitive abilities of the child equal as his non-disable fellows?

43. Does this disability hamper the child's studies?

44. Is the school building and toilets fully accessible for the child?

45. What assistive tools he is being provided in the classroom?

46. Are the assistive tools being provided on an extra cost?

47. Are the teachers trained in special education techniques?

48. What kind of an attitude do the teachers keep with the child? Cooperative, retaliating, appreciative, indifferent.

49. Do the teachers allow questioning, provide extra time or encourage child?

50. Has the child ever been punished?

51. Are the teachers fully trained to use assistive tools of teaching?

52. How often do you visit school?

53. How often do you see the child's teacher?

54. How frequently are you invited by the teacher?

55. How frequent are you informed about academic results of the child?

56. Are you satisfied with the school's policies about accessibility and inclusion?

57. Are you asked to provide feedback about teaching methods and school's education policy?

58. Are there any co-curricular activities held by the school?

59. Do you help child in doing homework?

60. Do you encourage your child to take part in co-curricular activities?

61. Do you struggle to get additional facilities for your child?

62. Do the non-disabled children cooperate and make friends with disabled child?

63. What is the attitude of other people towards the child?

64. Does the child face social exclusion?

65. Mainstream schooling has inspired your child more than special education could?

66. Future of your child would have been more secured and clear had you been wealthier?

67. Do you offer same level of support to your child as you did when the child was younger?

68. What do you recommend, inclusive education or special education?

69. Can the disability be removed if the whole infrastructure is made fully accessible?

70. What do you want for your child, a fully accessible environment or eradication of disability?

Appendix 1:

CONSENT FORM

I want to thank you for taking the time to meet with me today. My name is Aleena Saif and I would like to talk to you about your experiences and recommendations in the probable implementation of inclusion education. Specifically, as one of the components of overall program evaluation, I am assessing potentials of the inclusive education system to be implemented in Rawalpindi, and its effectiveness, in order to capture lessons that can be used in future interventions.

The interview should take less than an hour. I will be taping the session because I don't want to miss any of your comments. Because we're on tape, please be sure to speak up so that we don't miss your comments.

All responses will be kept confidential. This means that your interview responses will only be shared with the research supervisor and I will ensure that any information that would be included in this report does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

Are you willing to participate in this interview?

_____   _____   _____

Interviewee   Witness   Date

_____