

INCLUSIVE EDUCATION IN MAIN STREAM PUBLIC PRIMARY SCHOOLS OF SINDH: PERCEPTION OF HEAD TEACHERS

Paras Jamali, Tayyaba Zarif

Shaheed Benazir Bhutto University, Shaheed Benazirabad, PAKISTAN.

Parasmustafa91@gmail.com

ABSTRACT

Education is right of every individual. It became the responsibility of state to provide free education to all citizens of their country and provide equal opportunities for all children. The purpose of current study was to know the perception of head teachers regarding inclusive education in main stream education. The population of current study was conducted on Head teachers of the primary schools of Taluka Nawabshah District Shaheed Benazirabad. Head teachers of 30 schools (15 Boys and 15 Girls) were randomly selected as sample of this study. Convenient sampling technique was used for collection of data from selected sample. A Five point Likert scale was administered for collection of data. The collected data were analyzed with the help of mean score. The present study indicated that mostly head teachers have no proper knowledge about inclusive education. Education department should make plan for training of head teachers regarding inclusive education.

Keywords: Inclusive education, public primary schools

INTRODUCTION AND LITERATURE REVIEW

Education is not just an open door, it is a key right of all youngsters. It is the duty of the state to provide free instructive chances to all kids regardless of their caste, doctrine, race or religion. So that the inclusion of all students with some disabilities is important to bring them in mainstream educational system which is now known as inclusive education. In the views of Stainback, (1996) inclusive education alludes to teaching all kids paying little heed to their incapacities, age, sex, financial foundation, dialect or society in one school condition.

The creative comprehensive arrangement of education was reported at universal level at Salamanca World Conference in 1994 in Spain, that education style had included global papers on unique needs of youngsters (Kibria, 2005; Meng, 2008). In newly created nations inclusive education is considered as a way to deal with to give extraordinary instructive foundation inside normal instructive settings in rising nations. Comprehensive instruction is seen as a framework which provides food as prerequisite of various students, successfully wiping out a wide range of separation on universal level (UNESCO, 1994)

Substantially number of total populace of youngsters with various incapacities is living in developing nations from general total populace roundabout 150 million lives in Africa, Asia, Latin America the Caribbean and Middle East (Eleweke., 2002). Other than this every single global assertion about the execution of inclusive education, there are challenges in developed and developing nations (Florian, 1998). As indicated by Indian point of view "comprehensive instruction is quickly turning into a piece of authority" (Stainback, 1996). Roughly 55 million youngsters are ousted from standard instruction framework because of their land division,

social class, religion and different classifications of ethnic gathering based rejection (Hossain, 2004; Meng, 2008).

Florian, (1998) expressed that "In spite of the fact that the development countries for comprehensive education framework is the piece of a wide human rights and plans, however numerous instructors have genuine reservations about supporting the far reaching situation of understandings with extraordinary instructive needs.

OBJECTIVES OF THE STUDY

1. To find out the comprehension level of head teachers about the meaning of inclusive education.
2. To analyze the understanding of head teachers about the needs and importance of inclusive education at primary level.
3. To explore the understanding of head teachers about the physical requirements in schools for inclusive education.

RESEARCH QUESTIONS

1. To what extent the comprehension level of head teachers about the meaning of inclusive education is?
2. Do the head teachers know about the needs and importance of inclusive education at primary level?
3. To what extent the head teachers are aware about the physical requirements in school for inclusive education?

RESEARCH METHODOLOGY

The study was quantitative by nature and descriptive by purpose. The population of the study was Head teachers of primary schools of Taluka Nawabshah of District SBA. The sample size of this study was 30 head teachers who had been working and teaching normal children in mainstream education and possessed a lot of experience. A five point Likert scale was used for data collection. After that the data was analyzed in mean scores.

DATA ANALYSIS

The mean score of the below items according to the responses of the respondents seem mostly below average such as when it was asked from the respondents that inclusive education means students of different capabilities studying together in one class room. the mean score 3.7 suggests undecided but slightly inclined towards agreement with the above statement, while as about statement that Inclusive education is synonym of special education and there should be separate schools for girls, boys, special and inclusive education the mean scores for both statement stands 3.2 which is again near to undecided but slightly skewed towards agreement with above statement. It can also be revealed from the responses of the respondents that the Policy makers should reconsider rules and regulation regarding inclusive education as the mean score 3.85 is very near to agreement with above statement. The results also reveal that the respondents did not differentiate that there is difference in inclusive and main stream education as mean score 3.8 suggests the agreement of respondents with the statement that there is difference between inclusive education and mainstream education system.

Table 1. Response of head teachers

S. No:	Items	Respondents	Mean
1	Inclusive education means students of different capabilities studying together in one class room.	Head Teachers	3.7
2	Inclusive education is synonym of special education.	Head Teachers	3.2
3	There should be separate schools for girls, boys, special and inclusive education.	Head teachers	3.2
4	Policy makers should consider rules and regulation regarding inclusive education.	Head teachers	3.8
5	There is difference between inclusive education and mainstream education system.	Head teachers	3.8
6	Inclusive education has no impact on society.	Head teachers	3.00
7	Head Teachers know there is difference in inclusive and special education.	Head teachers	3.7
8	Disabled children take more time than normal's students.	Head teachers	4.0
9	All schools enroll children with disabilities in District SBA.	Head teachers	3.8
10	Learning becomes slow in inclusive system of education.	Head teachers.	3.6
11	Inclusive education system is important as equal to main stream education system.	Head teachers.	3.9
12	Inclusive education is not necessary for society.	Head teachers.	2.1
13	The rules and regulations of inclusive education system are as per need of society	Head teachers.	2.8
14	Inclusive education system should introduce in all schools of primary level.	Head teachers.	3.9
15	Head Teachers be familiar with that there is difference in inclusive and special education.	Head teachers.	3.7
16	Schools need to be prepared before enrolling students in inclusive system of education.	Head teachers.	4.00
17	There is no need of extra infrastructure for inclusive education.	Head teachers.	2.5
18	The education department should provide extra resources for inclusive system of education.	Head teachers.	4.3
19	Basis need like water & toilets should be only on ground floor of primary school.	Head teachers.	4.3
20	Walkway is necessary for each primary school at SBA.	Head teachers.	4.2
21	No special facilities are required in inclusive education.	Head teachers.	3.9

The respondents also think that there was no impact of inclusive education which suggests that the respondents are not as clear as they are needed as the mean score regarding statement that inclusive education has no impact on society is 3.00 which is absolutely near to

undecided but. The respondents also agree as the mean score 4.00 suggests that disabled children take more time than normal students. The respondents also agreed that as the mean score 3.8 suggests that all schools enroll children with disabilities in District SBA. They further tilted towards agreement with the statement as the mean score 3.6 suggests that learning becomes slow in inclusive system of education. They also came to agreement with the statement as the mean score 3.9 suggests that inclusive education system is important as main stream education system. In the same way they did not agree with the statement as the mean score 2.1 suggests disagreement with the statement that inclusive education is not necessary for society. The respondents according to the responses of the respondents as the mean score 2.8 suggests that they are undecided or disagreed about the statement that the rules and regulations of inclusive education system are as per need of society. They again remained undecided about the statement that inclusive education system should be introduced in all schools of primary level as the mean score is 3.9. The respondents also agreed with the statement that Schools need to be prepared before enrolling students in inclusive system of education as the mean score 4.00 shows agreement. Further the responses regarding the statement that there is no need of extra infrastructure for inclusive education as the mean score 2.5 suggests that they do not agree with above statement. The Government have to provide sufficient funds to the school for school facilities the mean score is 4.3. About basic needs like water & toilets should be provided on ground floor of primary school the mean score is 4.3. Walkway is necessary for each primary school at SBA, the mean score is 4.2.

FINDINGS AND DISCUSSION

The aim of current study was to know the perception head masters regarding inclusive education at public primary schools of Shaheed Benazirabad. It was found that most of head teachers were unaware about inclusive education. The researcher discussed briefly each and every statement with respondents and also discussed about the inclusive education. It was also found that no any workshop, training and conference was held at Government level for awareness and importance of inclusive education. It was also found that inclusive education institutions are not fully supported by Government. It was also found that needs of special children are different from normal students. Government should facilitate all those schools as per need of students in which special children are enrolled.

When it was discussed by researcher that Inclusive education is synonym of special education 25% respondents couldn't decide about that because they were unknown about difference of inclusive education and special education. Furthermore when researcher conferred about separate schools of special children and said there should be separate schools for girls, boys, special and inclusive education mostly the answers of respondents were positive.

Moreover when it was discussed with head teachers of schools about the policies of government regarding inclusive education they replied policy makers should consider rules and regulation regarding inclusive education because there is need of improvement everywhere. It was also briefly discussed with respondents about difference of main stream and inclusive education system mostly respondents said that main stream education was supported by government as compare to inclusive education. Inclusive education has great impact on society and it is important for special children.

When researcher discussed about capability of learning of special children with normal children in same class they said special children need more time for learning as compare to normal children. It was also found that special children have also need of more support and facilities as compare to normal children. Inclusive education with main stream education is also slows the pace of learning in society.

It was discussed and said by respondents that all primary schools should keep quota or give opportunities for disable children as they easily learn at their nearest schools. When discussed about extra infrastructure for special children the respondents replied that extra infrastructure was needed of special children without that they could not learn properly. Further they said that government should also provide funds to those schools in which inclusive education is provided to the students.

CONCLUSION

The current study described the perception of head teachers regarding inclusive education at public primary schools of District Shaheed Benazirabad. It was concluded that provision of facilities are necessary for quality inclusive education due to missing facilities teachers are facing problems in imparting quality education in inclusive classroom. On the basis of previous research papers review it was concluded that time to time trainings and workshops are not held for awareness of inclusive education due to this mostly head teachers were unaware regarding inclusive education. There is no proper policy awareness for inclusive education as compare to mean stream education. The overall conclusion describes that inclusive education has its impact on society and it's important for special children as they can easily get their education. For more there amendment is needed in previous policy.

REFERENCES

- [1] Eleweke., J. R. (2002). The challenge of enhancing inclusive education in developing countries. *International Journal on Inclusive Education*, 6(2), 113- 126.
- [2] Florian, L. (1998). An examination of the practical problems associated with the implementation of inclusive education policies. *Support for Learning*, 13(3), 105.
- [3] Hossain, D. (2004). Inclusive education: Context Bangladesh. *Journal of the Faculty of Arts*, 6(1), 22-31.
- [4] Kibria, G. (2005). Inclusion education and the developing countries: The case of Bangladesh. *The Journal of the International Association of Special Education*, 6(1), 43-47.
- [5] Meng, D. (2008). The attitudes of primary school teachers toward inclusive education in rural and urban China. *Frontiers of Education in China*, 3(4), 473-492.
- [6] Stainback, S. (1996). *Inclusion: A guide for educators*. Baltimore: Paul H. Brooks Publication.
- [7] UNESCO, (1994). *The Salamanca Statement and framework on special educational needs of education*. USA: UNESCO.