

Experiences and Perceptions of Special School Personnel Regarding Inclusive Education: A Qualitative Study

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ABSTRACT

The present study explored the experiences and perceptions of psychologists with regards to the benefits of inclusive education for special needs children. The phenomenological approach was used, and data was collected from four psychologists in the form of semi-structured interviews. Thematic analysis was used to interpret the data. The following themes emerged in favor of inclusive education: (i) Providing Support to Special Need Students; (ii) Requiring Qualifications and Experienced Teachers; (iii) Offering Training to School Staff; (iv) Identifying Barriers that Interfere with Inclusion: Stigma and Integration; and (v) The Positive Effects of Inclusive Education: Empathy, Social Skills, and Academic Achievement. The importance of training teachers and staff in inclusive education was also highlighted. The present study indicates that awareness programs are required to remove the social stigma against children with special needs in advancing inclusive education in Pakistan.

Keywords: Special needs, special children, psychologists, inclusive education, Pakistan

INTRODUCTION

Educating Special Children

Special people or people with disabilities refers to any “person with disabilities who, on account of injury, disease, or congenital deformity, is handicapped in undertaking a gainful employment, and includes persons who are visually impaired, hearing impaired, and physically and mentally disabled” (Ahmed et al., 2011). Special children are those who have physical, intellectual or multiple disabilities that interfere with their proper functioning and limit their learning and earning power. These children require adaptations and modifications in order to give better performance in their curriculum (Ott, 2015). In this study, the interviews were conducted about the experience of inclusion of students with mild neurodevelopmental disorders.

In the past few decades, introducing children with special needs into mainstream schools has increased and has challenged many countries to meet the standards of inclusive education (Al-Zyoudi, 2006). Many international organizations and governments have begun talking and working on inclusive education (Dukmak, 2013). Students with special needs may study in three different types of educational institutes: (i) special needs institutes where they remain segregated, (ii) inclusive institutes or mainstream education, in which students with and without special needs study together (Smelter et al., 1994), and (iii) integrative institutes, in which students with special needs are placed in regular classrooms with some adaptations and resources to accommodate the existing system. By contrast, all students in inclusion are taught together and equally. The same curriculum is used for all the students (Kohama, 2012).

In recent times strong steps have been taken for the integration of children with special needs in regular classrooms and such measures have become a major topic in countries that are forming policies for the implementation of this integrative position (Avramidis et al., 2000). However, the success of inclusive education is dependent on two important resources: (i) special education teachers, and (ii) school personnel. Special education teachers are those who have specialized training in educating children with learning, behavioral, emotional and physical disabilities (Spivey & Colon, 2008), whereas school personnel are those individuals who are responsible for making the school function efficiently, including school administration, school staff, and adjunct officers such as counselors and psychologists (Ansley et al., 2019).

A study conducted by Leatherman (2007) investigated the experiences of teachers about inclusive education and identified factors that made it successful. The results from the study suggested that the inclusive classroom was a great place for both students and teachers. However, teachers complained about the absence of appropriate training required for teaching special needs children and the absence of therapists and skilled administration.

When the administration does not involve teachers in the decisions regarding inclusion, this can become a cause for great stress and job dissatisfaction (Leatherman, 2007). Another study also concluded that, although teachers have a positive attitude towards inclusive education, barriers included inadequate training, shortage of resources and facilities, low funding and social support (Johnson et al., 2014). The position of inclusive teachers of physical education is usually based on the students' contexts and mode of life. Smith and Green (2004) conclude that teachers feel compromised to meet the needs of special children due to lack of training and shortage in staffing. In the following discussion, the focus is twofold: to look broadly at some of the policies for educating special children and to situate the present study in practices observed in Pakistan.

Report of the Commission on National Education (1959)

For the first time in 1958, the Government of Pakistan appointed a Commission on National Education consisting of experts in the field of education. For the commission's first report, a collaboration of teachers, doctors, psychologists, and physiotherapists was considered important. The first report by the commission, advocated for: (i) Vocational training as an integral part of the education for special needs students to make them capable earners in the future, (ii) Responsibility of community in educating and providing support to disabled children; and (iii) Support from the private health sector and educational sector to meet the needs of special needs children. Overall, the focus was on the collaboration of the government with social organizations and on teachers' training to provide better education and facilities to special needs children (Ahmad & Yousaf, 2011).

Pakistan's Education Policy for Special Needs Children (1972-1980)

The aim of the Pakistani government for education policy in Pakistan was originally to form new institutes and to strengthen the ones that already existed to make students with disabilities productive citizens (Ahmad & Yousaf, 2011). In lieu of this, in 1979, The National Education Policy and Implementation Program focused on providing disabled people with education, medical treatment, and rehabilitation so that they could enter the mainstream community. The proposed programs in the policy included surveying available facilities in all four provinces so that operational institutes could be identified and, where lacking, other institutes could be developed and strengthened based on the needs of the disabled. Developing pilot projects to educate the disabled was part of this policy, along with efforts for integrated programs and curricula based on the needs of the disabled (Ahmad & Yousaf, 2011).

In 1986, The National Policy for Rehabilitation of the Disabled was launched, which was considered to be Pakistan's first policy that expressly focused on disabled and handicapped children in forming a national strategy to deal with disabilities of all kinds. The focus of this policy was to organize services for the disabled and to evaluate and implement curriculum programs. Based on a survey conducted in Islamabad/Rawalpindi, the areas of disability were divided into five categories, along with identification of their population weightage including (i) multiple disabilities (9%), (ii) visual impairment (15%), (iii) hearing impairment (9%), (iv) mental disability (21%), (v) physical disability (33%), and (vi) unclassified issues (3%) (Ahmad & Yousaf, 2011).

In 1996, The National Policy for Special Education, a separate policy was formed for the welfare of disabled people. Since the procedure of rehabilitation and education was already ongoing, this policy focused on changing the perceptions of people towards disability and the way media brought disability to light. It also stressed the social issue of people giving support to the special needs' population (Ahmad & Yousaf, 2011). In 2002, the aim of the National Policy for Persons with Disabilities was to provide rehabilitation, training, and education to disabled people. The goal was to provide them with full support in becoming a part of mainstream society, regardless of their gender, creed, caste, and religion; and, further, to make them capable of performing to their fullest ability in all areas of life, including political, personal, social, and economic activities (Government of Pakistan, 2002).

The National Policy for Persons with Disabilities was based on the number of disabled people in Pakistan, which the World Health Organization (WHO) based on a range of studies including the National Census of 1998, estimated that 10% of the total population were disabled. However, the Census Report of 1998 suggested a lower estimate of 2.49%. According to the

Census Report of 1998, the distribution of disabilities within the country was estimated as physically disabled (19%), mentally disabled (14%), multiple disabilities (8.21%), visually impaired (8.6%), hearing impairment (7.40%) and others (43.33%) (Government of Pakistan, 2002). A big challenge for Pakistan is that there is no confirmed data about special needs people and different classifications of disabilities, and this compromises efforts to plan relevant policy.

Current Condition of Special Education in Pakistan

Most of the people with disabilities in Pakistan are illiterate as very few institutions are available to educate them. Further, not much effort was forthcoming in the public sector because of the high costs and skeptical return on the venture (Saleem, 2009). A study by UNICEF (2003) also concludes that, thus far, Pakistan has not taken significant steps for initiating inclusive education for the disabled and that regular and special schools appear to be working independently. Though inclusive education has been considered in state planning, no efforts have been made for implementation yet. Some private institutes have started the process of integration of special children into regular schools, however, they lack teacher training, the use of appropriate teaching methods, and a disability-friendly infrastructure. The parents of both special and regular children appear to favor inclusive education. The government has allocated funds for special needs children in the newly formed National Policy for Special Education, however, utilization of funds and impact on special needs children's welfare has not been assessed. The private sector shows willingness to cater to the needs of special needs children but due to lack of incentivization and subsidization by the state, their efforts are lackluster (United Nations Children's Fund, 2003).

Adjustment Problems Faced by Special Children

Children with special needs display problems of adjustment in their communities. Peer acceptance plays a crucial role in the adjustment of children with special needs. One study which compared self-image and peer acceptance in different groups for special and regular schools concluded that low-achieving students who were receiving remedial help in regular schools had the same self-image and same peer acceptance as those who did not receive any remedial help in regular schools (Bakker & Bosman, 2003). Further, the authors concluded that students who were in special education showed better self-image and were accepted more by their peers compared to low-achieving students in regular classrooms.

Friendship, which has an important role in a student's life, proves to be difficult to form for children with disabilities especially with regular children. Lee and colleagues (2003) concluded in their study that children with disabilities show language problems that make it difficult for their fellow peers to understand what they are trying to say. Disabled children also appeared to have problems in making decisions, forming social relationships, expressing feelings, and controlling behaviors (Lee et al., 2003). The study concluded that students who moved from mainstream to special schools reported the environment to be more friendly and that they made more friends because they no longer belonged to an excluded group. By contrast, students who shifted from special to mainstream schools showed more difficulty in adjusting because they needed to be more independent to fit into the inclusive education model (Jacklin, 1998). All in all, based on the cases considered here from different countries, policies that support moving to inclusive education need to include teacher training, resources, funding, and help for students' adjustment to social problems.

Aim of Study

The present study aimed at highlighting the important contributing factors to inclusive education in Pakistan. In addition to the importance of institutional support provided to student and teacher training, it explored the importance of staff training as well. Whereas previous studies focused mainly on the social barriers that special children faced, the present research attempts to highlight the importance of social and emotional skills developed by special children in inclusive education. This study aims to help researchers understand how inclusive education could be used to bring positive changes in students with special needs regardless of social and physical barriers. It also identifies certain dimensions that need to be developed to make the best use of an inclusive education system. The research question for this study is: *What are the experiences and perceptions of special school personnel towards inclusive education?*

METHODOLOGY

Research Design

A phenomenological qualitative research design was used to get in-depth information about the experiences of school personnel involved in inclusive education. The approach helped in understanding the realities faced by people during their experience of teaching and supporting inclusive education.

Population and Sample Size

Purposeful sampling was used to select participants who had experienced inclusive education and teaching children with special needs. Four participants were selected from two special schools in Lahore, Pakistan. Each participant had at least five years of experience in special needs institutes. In-depth interviews were conducted Before the discussion, demographic information was obtained on the datasheet. All four participants were psychologists working at

special needs institutes. Whereas two were in leadership roles as Principals, the other two were working as psychologists in special needs institutes.

Data Collection

Semi-structured interviews have been used to collect data, as they allow for flexibility in data collection and augment understanding of the research problem (Olinger, 2013). Semi-structured interviews were developed on the basis of previous literature and by consulting with professionals who were not participants. The questions were not narrow or biased but were made as neutral as possible. Questions were asked following a sequence that was followed by probes providing more in-depth information. Interviews were conducted in the Urdu language to facilitate the participants in their mother tongue and allow them to comfortably participate in the study.

All the interviews were audio recorded and later transcribed. Translation from Urdu to English was done by the authors, who are proficient in both languages. A pilot test was done by interviewing two Clinical Psychologists who were dealing with special children and had no link with the present study. This was done to identify the flaws in the interview protocol, which led to reconstructing, adding and removing elements in the prospective interview. School principals were first telephoned to fix an appointment for the meeting. The interviews were conducted in schools at the time requested by them and each interview lasted approximately 40 minutes. Prior to the interviews, demographic information was taken from the participants.

Data Analysis

Thematic analysis was used to understand and explore themes. The data was first read a few times by the authors, and then codes were assigned (Olinger, 2013). After coding, all the related codes were categorized and these categories were then merged to form themes and sub-themes

(Lacey & Luff, 2009). Thematic analysis condensed and made the data obtained from the qualitative research manageable, which further helped in identifying core meanings.

Ethical Considerations

Ethical considerations, which involved the informed consent of the participants, were given due diligence prior to the research. We ensured that participants gave informed consent and that they were provided with all the necessary information about the study. The other important issue was of confidentiality and anonymity, which included keeping the shared information confidential and not revealing the identities of the participants. All of the participants were assigned numbers after recording their interviews to ensure confidentiality and their interview quotes have been reported using numbering to maintain anonymity. Participants in the study were at all times given the freedom to leave the interview or not respond to a question that they considered inappropriate or which caused them discomfort.

RESULTS

Demographic characteristics of participants

The information about participants is summarized in Table 1. The participants' ages ranged from 29 to 52 and two of them had done MSc in Psychology while the other two had completed Advanced Diploma in Clinical Psychology (ADCP). Three participants belonged to private NGOs working for special children and facilitating them in inclusion and one participant was recruited from a government special education school. All the participants had the experience of five years or more in special education. All participants had the experience of dealing with children with neuro-developmental disorders including intellectual disability, communication

disorders, autism spectrum disorder, attention deficit hyperactive disorder and specific learning disorders.

Table 1
Demographic Characteristics of the Participants

Participant	Age	Education	Designation in Special Needs Institute	Sector
1	52	ADCP	Principal	Private
2	30	ADCP	Principal	Public
3	29	MSc Psychology	Psychologist	Private
4	29	MSc Psychology	Psychologist	Private

Note: ADCP= Advanced Diploma in Clinical Psychology

Qualitative Themes

The following themes emerged from the data after thematic analysis. The following themes emerged in favor of inclusive education: (1) Providing Support to Special Need Students; (2) Requiring Qualifications and Experienced Teachers; (3) Offering Training to School Staff; (4) Identifying Barriers that Interfere with Inclusion: Stigma and Integration; and (5) The Positive Effects of Inclusive Education: Empathy, Social Skills, and Academic Achievement.

1. Providing Support to Special Need Students

The support that was provided to students with special needs in terms of facilities before and after inclusion occurred under this theme. The theme included assistance to students with special needs in inclusive education by school personnel in terms of assistance in classrooms. It also talks about the support provided to them in the form of curriculum adaptation in inclusive education. Participant Four stated:

There is this criterion in our school that a teacher spends at least an hour with the student in one subject and assists him/her in work and follows through the work till the end.

Participant Four also explained that students with special needs were facilitated in terms of their syllabus and their curriculum was developed according to the level of their performance. While explaining this, she said:

We inform the teacher beforehand about the syllabus she has to cover. She is advised to reduce the syllabus according to the class level. She is also advised to give student multiple-choice questions if he/she cannot write long sentences to express his/her knowledge.

Beyond giving support for their curriculum, special needs children were provided with transport facility, uniform, seating and academic material and scholarship. Participant Three explained the provision of facilities, scholarships, uniforms, and transport by saying:

Students are given a monthly stipend of PKR 800, they do not have to pay any fee as well.

Summer and winter uniforms are also given free of cost. Students are also provided pick-and-drop service free of cost.

Participant Two focused on the facilities in terms of furniture and academic material noting that, “We negotiate with the school to provide academic material and suitable furniture to the students”. Participants also explained that a curriculum was developed according to a child’s need so s/he could do their best work in the inclusive classroom. The curriculum was also used in regular schools by working with children with special needs. Participant One emphasized that the curriculum was adapted to a child according to their functional level that included an Individualized Educational Plan (IEP).

Each student has to follow a different curriculum based on his/her academic level. The syllabus is also reduced for each student and is planned according to the area of interest of that student. Then, we gradually increase the syllabus. The curriculum is devised according to the functional level of a student which is known as Individualized Educational Plan (IEP) and is given to the inclusive school so they can follow it.

Following inclusion, participants explained that the facilities provided by the special school personnel to the children were very important. All such facilities were mentioned during their interviews.

2. Requiring Qualifications and Experienced Teachers

The participants explained that the qualification of inclusive education teachers was important, whereas work experience was not an integral part of their recruitment selection criteria set.

Focusing on the educational level, participant Two said, “Our selection criteria require teachers to be either MSc in Psychology or Special Education. We do not require any experience.”

Participant Three also focused on the qualification of teachers rather than their training by saying, “We even recruit teachers who have done Intermediate or Bachelors, and experience is not required. To us, dedication is the most important factor.” Thus, according to the participants, the experience was not as important for teaching special children. Rather, they focused on what teachers should have in qualifications and dedication.

3. Offering Training to School Staff

The training of inclusive school teachers was given a lot of attention. Training included educating them about disabilities and teaching strategies to involve children in activities in an inclusive classroom. Workshops and seminars were arranged for them so their issues could be addressed and resolved right there. Participant One emphasized the importance of training inclusive teachers in workshops and seminars. In her words, training our teachers includes:

We have workshops focusing on content discussion, teaching strategies, resolution of behavioral issues and ways of involving children in classroom activities. We organize workshops and seminars after every 6 months to address the issues faced by teachers.

Participant Three also emphasized training teachers through workshops by saying, “Initially we arrange workshops every month for teachers and the primary focus is training them in teaching strategies.” The participants explained that the seminars and workshops that they arranged for training teachers involved all the issues and concerns about teaching special children in inclusive schools and all their queries were answered in those workshops and seminars. Participants not only mentioned teachers’ training in inclusive education but also mentioned staff training. They explained that staff training was important to ensure the safety of children in school along with their need fulfillment that included assistance in using the washroom and buying something from the canteen. On this matter participant Four said:

We also arrange awareness workshops for school staff such as staff from the canteen, the watchman, and the maids, so they know how to handle a student while dealing with him/her. We also instruct them to not send the student with any strangers after the classes are over.

Participants explained that when special children were at school, they required support not only from their teachers but all the staff. Non-teaching personnel were required to be trained in dealing with these children. This made it easier for children as well as for the school to work for inclusive education.

4. Identifying Barriers that interfere with Inclusion: Stigma and Integration

There were many factors that acted as barriers to inclusion. Highlighted examples included barriers from the administration, parents and siblings, and members of a peer group. In this system, participants mostly highlighted the barriers they had to face during the process of inclusion. Participant One focused on the stigmatization that siblings of special children faced regarding inclusion and in her words noted that:

The biggest barrier that we face is from the parents of regular students. They instantly refuse to teach their children with children with special needs. Other times siblings of a special child who go to the same school do not feel comfortable sharing at their school about their sibling with special needs. They feel embarrassed that their class fellows would make fun of them. This is the biggest barrier that we have faced so far.

Participant Four focused on the lack of awareness in teachers and peers regarding disability and curriculum in her comment that “We face problems related to courses. Teachers are not aware of what content to cover.”

After students were mainstreamed, it was never easy for them to adjust to the new environment. They faced problems regarding the environment and their peers as well.

Participant Four focused on the adjustment issues that children typically faced after inclusion:

In the beginning, students have a lot of problem in communicating with others as they have moved to a new environment in a new room with new class fellows and teacher. No one is able to understand their needs. It is difficult for them to express their emotions. Regular students hoot at them, make fun of them.

Thus, the problems faced by students after moving to inclusive education included expressing their needs, being with new class fellows, and experiencing a new environment. The students also faced bullying by the regular students who did not accept their presence in their classrooms.

5. The Positive Effects of Inclusive Education: Empathy, Social Skills, and Academic Achievement

Participants explained many encouraging effects on the peer group of special children as regular students developed feelings of acceptance and tolerance for their special fellows. Whenever regular students taught them something, they had a sense of achievement. They took on small classroom assignments with special children proudly. Participant One explained it as follows:

It brings a positive change in them. They develop tolerance, acceptance and kindness. They also develop a sense of achievement when they help their class fellows with special needs in, for example, learning to write the number 1 or learning to color a circle. This way these students also develop a sense of responsibility which is also a positive sign.

Participants also explained that regular students liked spending time with special children and enjoyed working with them so much that in break time they helped them do their work. Her words were, “During break time, regular students often come to the resource room and volunteer to assist students with special needs in their work. They enjoy helping them with their assignments.”

She also shared a personal experience from when she visited a mainstream school:

I would like to share one beautiful example here. I would like to tell you about an experience that happened when I recently visited a school. I was there during the break time of students and I saw that children were playing at the seesaw and there was this one girl with special needs, she was having a hard time trying to get off the seesaw. I saw that there was this other girl playing close by. When she saw this, she immediately came to assist her and helped her get off the seesaw.

Participant Four also shared her experience about the positive effects of inclusion on regular children and how they became so protective and caring for their special fellows that they took care of them all the time, whenever they were around:

Children become protective and caring. They help children who are in wheelchairs. They take them to the school gate very carefully after the classes are over. They give them space to move, there is an overall very positive change in regular students, and they feel motivated to work with them (children with special needs).

Participants explained that regular students showed caring and protective behavior towards special children which had a positive effect on their personalities.

Not only were regular students positively affected by inclusive education, but special children were similarly affected. Participants observed many encouraging effects of inclusion on special

children. Their social skills improved, and they started making friends with regular children. They also attempted to solve papers and compete with regular children. Participant Four had this to say:

Some of our students achieve really well. There is an improvement in their ability to make friends, social interaction and in communicating with teachers. They compete with each other and hold different positions in a classroom. They learn how to attempt a paper. They take care of their stuff; they learn how to meet and interact with others. They learn that they do not have to take anyone's belongings without their permission, they learn basic manners.

Participants explained many positive changes in the personality of special children when they started sitting in inclusive classrooms. These changes included a better performance in academics and social life as they started to study better and make friends.

DISCUSSION

The present study explored the perceptions and experiences of psychologists working in special needs institutes in relation to inclusive education. The study produced multiple themes, with participants reporting positive and encouraging effects of inclusive education on special needs children more than in the government sector. Students with special needs studying in the government sector usually regressed after inclusion because of the lack of support and resources there. The present study also discovered that teachers' education and knowledge regarding inclusive education were important and that there was a need for continuous and advanced training of inclusive teachers. Cologon (2013) also suggests that educating teachers into an inclusive program and providing training is important for teaching quality and student learning goals.

Results from this study suggest that when children with special needs are placed in regular classrooms, they benefit in improved friendship, social skills, and academic achievement. The regular classroom proved to be a very stimulating environment for them, and inclusion produced an opportunity for special children to improve their social and adaptive behaviors. Integration of regular and special needs children provided benefits of improved social skills and even academic performance (Berg, 2004). Our study also finds that regular students also benefit from inclusive education because when they study and interact with special children, it improved their tolerance and patience. Other literature also confirms that when students studied together in an inclusive classroom, regular students developed a new sense of understanding and respect for special children, which makes them more accepting of human differences (Pawlowicz, 2001).

The results of the present study also suggest that parents of students in inclusive education do not want special children to sit in the same classroom as their children. The social stigma was so strong that a few of the parents even took their children out of schools. Barriga (2011) corroborates that social stigma from within a society is one of the barriers that come in the way of inclusive education. Community and people around special needs children look at them as if they were aliens and do not want their children to meet or interact with them.

The present study found that special needs children have to face problems of peer acceptance. We also found that inclusive teachers have an important role in classrooms in teaching regular students' necessary social skills to interact and empathize with special needs children. Loriger et al. (2015) confirm that students with learning disabilities have to face negative responses, including social rejection by their peers when they are included in regular classrooms. They further suggest that social interaction could be made better with the help of inclusive teachers as their attitude towards these special children could influence the attitude of

regular students towards them. Moreover, providing regular students with literacy and awareness to improve their social skills could also result in better social interactions with peers and special needs children.

Our study also found that special needs children are being provided with adequate transport facilities and resources in the classroom for inclusive education. Other studies confirm that resources and special transport facilities are important so parents are encouraged to send special needs children to regular schools (MacGiolla Phádraig, 2007). Pivik and colleagues (2002) found that after inclusion, the physical environment is most important in helping special needs student retention and comfort. This includes adequate classroom furniture, classroom size, classroom study material and resources, and school washrooms.

Limitations

One limitation of this study was the small sample size, and inability to sample teachers. Further, the present research only included participants from Lahore which is, comparatively, a well-developed city. Thus, the study results do not represent all of Pakistan. Furthermore, the present research included only one participant from a government special needs school, and the findings may not represent all the realities of government schools in the country.

Recommendation for Future Research

Further research is needed to discover more barriers to inclusive education for special needs children in the country, and how they can be overcome. Pakistan is in need also of more research to identify how social support can be improved for inclusive education and stigma be removed in society. More research is also necessary to reveal the type of teaching strategies and the kind of teachers that prove best in inclusive education, which in turn would inform the type of training

required by teachers. Finally, we need in-depth studies on the academic achievement of students with special needs in inclusive education to improve the education system.

CONCLUSION

The present study helps to identify the importance of inclusive education for special needs children in the country and the benefits of it as perceived by psychologists in the country working in special needs institutes. The gains of inclusive education include more integration for special needs children and improved life chances. Furthermore, inclusive education is also found to improve the social skills and empathy of regular students, which can be important for improving social solidarity and tolerance in society. However, there are some conditions to the success of inclusive education, which include improved teacher training, staff training, school resources, and social support.

Originality Statement

This is the original work of the authors and is not submitted anywhere else for consideration.

Conflict of Interest

There is no conflict of interest between authors to declare.

Funding

This study has not received funding.

Informed Consent

Written informed consent was taken from all participants before data collection.

Ethics Approval

Ethical approval for this study was taken from the Centre for Clinical Psychology, University of the Punjab.

Data Sharing and Availability Statement

Data is available upon email request from the corresponding author.

Author Contributions

The first author contributed to literature review, devising method section, data collection and manuscript writing. The second author contributed to the literature review, devising method section and data collection. The third author supervised the study and reviewed and revised the manuscript.

Acknowledgments

We would like to acknowledge Amin Maktab and Shadaab schools for children with special needs for allowing us to collect data. We would also like to thank our participants who took out time to give us interviews.

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