

## **Inclusive Education of Children with Special Needs: Practices, Opportunities and Barriers**

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### **Abstract**

The study was to explore the status of inclusive education, its opportunities and barriers in primary schools in Punjab. The objectives of the study were to (i) Find out inclusive education practices in primary schools in Punjab, (ii) Find out opportunities of inclusive education in primary schools in Punjab and (iii) Explore the barriers of inclusive education in primary schools in Punjab. The null hypotheses were about no significant difference of perception of rural and urban, male and female primary schools head teachers, with respect to qualification, and teaching experience. This study was conducted in district Sargodha; the random sampling technique was used to select 300 head teachers of girls and boys primary schools to collect data through questionnaire and analyzed through percentages, mean scores, standard deviation, and t-test. Major conclusions were; building structure of schools was not suitable for children with special needs. School education department had not conveyed policy steps to and special funds for inclusive education. Teachers were not trained and do not understand the individual needs of the children with mild disability. The main suggestion was that Directorate of Staff Development (DSD) should provide comprehensive training to the teachers about inclusive education.

**Keywords:** inclusive education, practices, barriers, opportunities, primary schools

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## Introduction

Each child is special and incomparable, have distinctive abilities and learn in various ways and in many steps. Many children are not normal physically or with respect to learning abilities. Inclusive learning provides cooperative and user-friendly settings in schools and society all over the globe to such an extent that every child may be empowered to evolve their entire educational, societal, sentimental, and physical capacity (Alquraini & Gut, 2012). It is compulsory to understand for teachers that a child's educational capacity cannot be evolved independently from his/her societal, sentimental and physical capacity, because they are socially dependent upon other students. In the absence of approach to broad support structure, several physically handicapped children's will never join school, will leave the school, or will continue the school; still they are stopped to attain their goals. Class teachers should give separate attention to the person with disabilities. Still, he/she may also require support from school dependent support structure that the teachers should make sure that the children are interested to receive standard support, particularly relying on their individual learning requirements (Solis, Vaughn, Swanson, & Mcculley, 2012). Most children with disabilities are not attending schools in developing countries, at the same time several physically disabled children's are registered in special schools that are far away from their house, siblings, parents, and companions. Still, large number of physically disabled children's is attending regular schools. In regular schools all of their learning, playing and growing activities are combined with their physically fit companions (Foreman, 2016).

Inclusive education means a technique of responding as well as addressing the various requirements of every learner by involving contribution in study as well as by decreasing exclusion in and out of education (UNESCO, 2016). Inclusive education aims at providing the education for all, including particulars highlighting on curbing obstacles to partaking and learning for disadvantaged groups, females, physically disabled children' and without schooling children. The aim of a school is to involve all children and treat them equally (Sharma, 2015).

Inclusive education varies from earlier existing philosophies of unification and generalization, that are likely to be related with unfitness as well as 'compensatory educational requirements' and understood learners' fluctuations or being 'qualified for' or eligible of adjustment by the normal stream whereas inclusion is related to the child's willing to get admission and the school's responsibility to welcome the child. Concept of inclusive education negates the practice

of separate schools or study halls to isolate physically disabled students from normal students. An exceptional child can be placed for full participation with other students regarding their societal, domestic, and academic rights. Inclusion provides physically disabled children's proficiencies which can be used both inside the classroom as well as outside the classroom (Ford, 2013).

## **Review of Literature**

### **Necessity for Inclusion in Education**

UNESCO (2003) explained that formal schools with an inclusive setting are more significant in resisting prejudiced attitude, building an inclusive community and achieving education for all. Practices of inclusive education has useful effect towards educational production of special needs children. According to UNICEF (2005) India has managed to include nearly 70% of mildly disabled children e.g. slight mental deficiencies, in normal schools depending upon the situations as well as the willingness of school administration to help them. Moreover, to preserve language, traditions and culture of the society, play beneficial role in society etc. inclusive education is necessary (Brusling & Pepin, 2003)

### **Inclusive Education in Pakistan**

To promote inclusive education, Islamabad Declaration on Inclusive Education was held on April 27, 2005. It was declared so that all provincial and federal governments will apply this model of inclusive education to develop child in friendly learning environment in all formal public and private schools from pre-primary to higher education all over Pakistan. It was additionally narrated that entire group of stake-holders will guarantee that all teachers and school administrators will be trained and prospective teachers will also be trained to fulfill and boost the diverse abilities and needs of children by developing and implementing flexible curriculum and assessment methods by use of technology and improvement in teaching-learning process (Malik, et al., 2014).

### **Inclusive Education in Punjab**

Government of Punjab has initiated a strategy of inclusive education setup for the physically disabled children so that these children may obtain education in normal schools with normal students in different areas of the Punjab within basic framework and

educational standards. Instead of this, Punjab government is also adhering to the “Islamabad Declaration on Inclusive Education” that aimed that the head teacher of any school cannot refuse to give admission to the children with special needs. This initiative was taken to alleviate the sense of deprivation in individuals of average and light physical unfitness for example limbs affected by polio, incomplete eye damage and hearing, to enable such children to be educated in a good environment. To accomplish this target, government of Punjab selected government schools with highly qualified staff and excellent basic framework. Primary schools as well as elementary schools were nominated, and instructors coaching’s were given in special education department, where special education instructors had given coaching to normal education teacher. The Department has guaranteed to provide education without any cost, registration and entry, free of cost convenience service and food products every week. The Department has also constructed enjoyment areas for the individuals with special needs only. Schemes are started to find out physically disabled school age children at small town and *MOHALLAHS* for their inclusion in education system and found that Government of Punjab has taken several initiatives to overcome hindrances in implementation of inclusive education (Thakur, & Abbas, 2017).

## **Methods to Implementation of Inclusive Education**

There are three methods of inclusive education, discussed as under.

### **i. Societal and Education System**

It is the partnership among government organizations, non-government organizations, instructors, mother, father, companions, and school employees, and societal organizations to carry out changes at every step of community for creation of suitable and encouraging system in which devoted instructors should promote qualities in children with special needs and allowing them to become work power (Dyson & Millward, 2003).

### **ii. School Level**

So, to find out the intensity to which institutes provide inclusion, pair of different school-level points are dashed with the help of this research: the significance of institutes traditions showing the principles and point of views owned by school team and administration and executive heads of institutes (Bates, 2013). According to Schuelka (2018) school culture, structure, school leadership and teachers,

focusing on the facilities, resources, study programs and classrooms to facilitate inclusion of mildly disabled students.

### **iii. Classroom Level**

Inclusive education is interested in all the information of classroom, students concern and their variations. Inclusive education not only manage scheme for individuals with disability but also have separate schemes for normal students, they manage ever student. It gives permission of learner based teachings, a discriminating method of syllabus-based information's, and make sure the collaboration among normal class instructors, specialists like special instructors, assistant teacher, analyst, and parents' help (Mitchell, 2015). According Mangope, Otukile-Mongwaketse, Dinama, & Kuyini, (2018) available instruction time, teaching methods, teachers' attitudes, the knowledge and skills of teachers and materials are important requirements for education of special need children within formal schooling.

## **Opportunities and Barriers of Inclusive Education**

Major opportunities or benefits of inclusive education are psychological, social and academic benefits. The problems in practicing inclusive system of education are; negative attitude of community, lack of resources, social discrimination, unequal learning opportunities, and system of education (Johnson, Johnson & Newton, 2014)

Thakur, & Abbas (2017) describes that in Pakistani, National Education Policy was proposed in 2009 to provide equal access of education through providing basic accommodations to boys and girls with special needs. Then "Islamabad Declaration on Inclusive Education" was signed by all the provincial and federal governments on 27th April 2005. In Punjab all heads of the government and public schools had been directed not to refuse the admission of children with special needs (Fully or mild disabled). But still there are still major challenges such as keeping standard of education without affecting the standards of education and the time of the normal students, the teaching methodology in schools at present is not inclusive, teachers are not trained and have essential skills of teaching so that they may take in students with mild disabilities in their classrooms. Moreover, the management and teachers face a big problem in dealing with students of low vision and students with severe disabilities. The major necessity is accessible infrastructure and designated staff to assist the mild disabled students (Thakur, Nader, Idris, & Batool, 2021).

## **Statement of the Problem**

The government of Punjab has the policy that no one should be inhibited from attending the school even they are children with special needs. According to the government data, 0.24% children have some mild disability (UNICEF, 2021). Government of Punjab passed inclusive education act (2012) that “students with mild to moderate levels of disabilities to be admitted mainstreaming primary and lower secondary schools and teachers of such schools will be trained” (Nawaz, Fazil, & Ahmad, 2021). In order to find out whether in actual circumstances inclusive education is being practiced or not, the study opted to explore the opportunities and barriers for Inclusive Education at Primary Level in Punjab.

## **Objectives of the study**

Objectives of the study were to:

- i. Find out inclusive education practices in primary schools in Punjab
- ii. Find out opportunities of inclusive education in primary schools in Punjab
- iii. Explore the barriers of inclusive education in primary schools in Punjab

## **Methodology of the Study**

The purpose of the present study was to explore the situation of inclusive education of children with special needs in primary schools in Punjab with respect to practices, opportunities and barriers for inclusive education. This exploratory study followed the descriptive-quantitative research design. Due to financial and time constraints the study was delimited to one district (Sargodha).

## **Population and Sampling**

According to School Information System of Punjab Government, there are 1202 primary schools in Sargodha District. Therefore, all the 1202 male and female primary school head teachers of district Sargodha constituted the population of the study. Sample of 300 male and female primary school head teachers working in primary schools of district Sargodha was selected through random sampling technique.

## Instrument Of the Study

As any suitable research instrument with respect to Pakistani context was not available so after the review of literature, the indicators of the study necessary for the practices, opportunities and barriers of inclusive education of special need children were identified. A three-point rating scale questionnaire was designed to collect relevant data with responses “Yes”, “To some extent” and “No”. Validity of the questionnaire was ensured by five experts two from social work and three from education department as the topic was about inclusive education in primary schools. Opinion of Experts was taken about instrument with respect to face and content validity. The suggestions of experts were incorporated and the instrument was pilot tested on 100 head teachers of primary schools not included in actual sample. To establish the reliability of the research tool, Cronbach’s Alpha reliability co-efficient was used. Its value was 0.76 which was in acceptable range (Livingston, 2018).

## Data Analysis

Collected data through self-visit from boys primary schools and from girls schools through a trained female research assistant, were analyzed through applying descriptive analysis, frequencies and percentage and inferential statistics e.g. t-test, and one-way ANOVA.

**Table 1**  
*Opportunities for Inclusive Education*

<i>S#</i>	<i>Opportunities</i>	<i>Yes</i>	<i>To some extent</i>	<i>No</i>	<i>Mean</i>	<i>Graph</i>
1	Children with special needs in school	50 16.7%	Nil	250 83.3%	Nil	Nil
2	Transport is available for access to school.	48 16%	34 11.3%	218 72.6%	2.6	
3	Availability of wheelchair or other tools	Nil	2 7%	298 93%	2.99	
4	School building structure is feasible for children with special needs.	45 15%	41 13.6%	214 71.3%	1.43	
5	The children with special needs easily access to classrooms	39 13%	49 16.3%	212 70.6%	1.42	
6	The children with special needs comfortably sit in classrooms.	140 46.6%	103 34.3%	57 19%	1.92	
7	Separate washroom available for the children with special needs.	Nil	Nil	300 100%	3.0	









8	Children with special needs have access to recreational facilities.	39 13%	65 21.6%	196 65.3%	2.41	
9	Special staff is available for special need children	Nil	5(1.7%)	295 98.3%	2.98	
10	There is arrangement for children with special needs to easily move around in the whole premises of school	38 12.6%	49 16.3%	212 70.6%	2.28	
11	Environment of the classroom is feasible for children with special needs.	32 10.6%	46 15.3%	222 74.0%	1.38	
12	The Government has formulated a comprehensive policy for the Education of special needs children in normal school.	Nil	21 7%	279 93%	2.93	
13	The government is issuing special fund for Inclusive Education of children with special needs.	Nil	16 5.3%	284 94.7%	2.65	
14	The government issues scholarships for children with special needs.	Nil	7 2.3%	293 97.7%	2.68	
15	The government provides medical aid to children with special needs.	12 4%	28 9.3%	260 86.6%	2.73	

Table 1 shows that according to responses of head teachers, 83.3% schools do not have enrolled special needs children while only 16.7% schools have special needs children. Many schools 72.6% with supporting mean score 2.50 and SD = 0.799 do not have transport for especial need children in their school, while 16% schools have transport facility. Most of the schools (93%) with mean score 2.99 and SD 0.082 have no wheelchair or other tools available for children with special needs.

Moreover, majority (71.3%) of schools building structure (with mean score 2.36 and SD = 0.817) was not feasible for children with special needs while 15% schools have this facility and only 13.6% schools had this facility 'to some extent'. Majority of schools (70.6%) with supporting mean score 2.27 and SD= 0.916 special needs children have no easy access to classes while 13% schools provide access and only 16.3% schools were in access 'to some extent'. In many (46.6%) schools (with mean score 1.92 and 0.808) children with special needs can comfortably sit in classrooms, while in 34.3% schools 'to some extent' space was for comfortable seating of special needs children and 29.0% schools do not have. On the other hand in all the (100%) schools (with mean score 3 and SD = 0) have no separate washroom available for the special needs children. In considerable number (54%) of schools (with supporting mean 2.41 and SD= 0.710) children with special needs have no access to recreational facilities, while in 21.6% schools have 'to some extent' and 13% schools do not have.









Furthermore, in majority (98.3%) of schools (with mean score 2.98 and SD=0.128) special staff is not available to help to special



needs children. In majority (70.6%) of schools (with mean score 2.28 and SD = 0.814) have no arrangements of moving around for special needs children in premises of school, while 16.3% schools have ‘to some extent’ and 12.6% schools have such arrangements. In majority (74%) of schools (with supporting mean 1.38 & SD .701) environment of the classroom is not feasible for special needs children whereas in 15.3% school environment is feasible ‘to some extent’ and in only 10.6% school’s environment is feasible.

On the other hand, majority (93%) head teachers (with supporting mean 2.93 & SD 0.262) stated that Government has not formulated a comprehensive policy for the Education of special needs children in normal school. Majority (94.7%) head teachers (with supporting mean 2.65 & SD .225) also stated that government has not issued special fund for inclusive education of children with special needs. It is also stated by majority (86.6%) head teachers (with supporting mean 2.73 & SD .589) that government is not providing medical aid to children with special needs.

**Table 2**  
*Practices of inclusive education in schools*

S#	Practices	Yes	To some extent	No	Mean	Graphs
1	Teachers are specially trained to teach the children with special needs.	Nil	4 1.3%	296 98.7%	2.99	
2	Teachers find it difficult to teach children with special needs.	214 71.3%	61 20.3%	25 8.3%	2.63	
3	Teachers encourage the children with special needs.	243 81.0%	43 14.3%	14 4.7%	1.24	
4	Teachers’ use loving tone for children with special needs.	222 74.0%	49 16.3%	29 9.7%	1.36	
5	Teachers make a fun of children with special needs.	77 25.7%	53 17.7%	170 56.6%	2.31	
6	Teachers discuss the learning problems of special needs children with their parents to find the way of improvement.	243 81.0%	43 14.3%	14 4.7%	1.24	
7	Normal children are motivated to study with special needs children.	167 55.7%	107 35.7%	26 8.6%	1.53	
8	Children with special needs are encouraged by other class fellows.	213 71 %	58 19.3%	29 9.6%	1.74	


9	Classmates help the children with special needs in educational activities.	213 71%	55 18.3%	32 10.6%	2.6	
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Table 2 depicts that in majority of schools (98.7%) with mean score 2.99 and  $SD = 0.115$  teachers are not specially trained to teach the children with special needs. In majority of schools (71.3%) with mean score 2.63 and  $SD = 0.63$  teachers find it difficult to teach children with special needs whereas in 20.3% schools teachers were to some extent able to teach and in only 8.3% schools teachers were able to teach special need children. In majority of schools (81%) with mean score 1.24 and  $SD = 0.524$  teachers encourage the children with special needs, in 14.3% teachers to some extent encourage the students while in only 4.7% schools teachers do not encourage the children with special needs. In majority of schools (74%) with sporting mean score 1.36 and  $SD = 0.651$  teachers' use loving tone for children with special needs whereas in 16.3% schools teachers use loving tone 'to some extent', while only in 9.7% schools teachers do not use loving tone for children with special needs. In many of schools (56.6%) with sporting mean score 2.31 and  $SD = 0.854$  teachers do not make a fun of children with special needs whereas in 17.7% schools teachers 'to some extent' make fun of special needs children while in only 25.7% schools teachers make a fun of children with special needs. In majority of schools (81%) with sporting mean score 1.24 and  $SD = 0.524$  Teachers discuss the learning problems of special needs children with their parents to find the way of improvement whereas in 14.3% schools teacher discuss 'to some extent' while in only 4.7% teachers do not do that.

Moreover, in many schools (55.7%) with sporting mean score 1.53 and  $SD = 0.651$  normal children are motivated to study with special needs children whereas in 35.7% schools normal children are motivated 'to some extent' while in only 8.6% schools it is not done. In majority of schools (71%) with sporting mean score 1.74 and  $SD = 0.675$  children with special needs are encouraged by other class fellows whereas in 19.3% schools it is done 'to some extent' while in only 8.6% schools it is not done. . In majority of schools (71%) with sporting mean score 2.6 and  $SD = 0.723$  classmates help the children with special needs in educational activities whereas in 18.3% schools it is "to some extent" while in only 10.6% schools it is not done.

**Table 3**  
*Barriers of inclusive education in schools*

S#	Barriers	Yes	To some extent	NO	Mean	Graphs
1	Any person is available to bring children with special needs to school.	45 15.0%	62 20.7%	193 64.3%	2.49	
2	School is at distance from the house of children with special needs.	220 73.3%	20 6.6%	60 20%	2.5	
3	Often teacher do not understand the individual needs of children with special needs.	214 71.3%	48 16%	38 12.6%	2.58	
4	Society takes children with special needs as burden.	175 58.3%	78 26.0%	47 15.7%	1.57	
5	People do not pay special attention on education of children with special needs.	175 58.3%	93 31.0%	32 10.7%	1.52	
6	Often people make fun of children with special needs when they come to school.	135 45.0%	97 32.3%	68 22.7%	1.78	
7	People do not help the children with special needs to attend school.	215 71.6%	35 11.6%	30 10%	1.78	
8	People abused children with special needs on the way to school.	230 76.6%	50 16.6%	20 6.6%	2.70	
9	The government does not make syllabus by keeping in view children with special Needs.	291 97.0%	6 2%	3 1%	1.04	
10	The Government has not setup any system for educational awareness of children with special needs in normal school.	255 85%	33 11%	12 4%	1.19	
11	Institutions have no helping tool for the education of children with special needs.	294 98%	6 2%	Nil	1.02	
12	Other classmate's heartache children with special needs.	197 35.7%	43 27.7%	60 36.6%	2.01	

Table 3 shows that in majority of schools (64.3%) with mean score 2.49 and SD = 0.74 children with special needs have no person available to bring them in school whereas in 20.3% schools ‘to some extent’ person is available while in only 15% schools children with special needs have a person available to bring them in school. Majority of schools (73.3%) with mean score 2.5 and SD = 0.74 are at distance from the house of children with special needs whereas 6.6% schools are at some distance while 20% schools were not at distance. In majority of schools (71.3%) with mean score 2.58 and SD = 0.77 often teachers do not understand the individual needs of children with special needs whereas in only 16% schools teachers understand the individual needs of children while only in 12.6% schools teachers understand it. In majority of schools (71.6%) with mean score 1.78 and SD = 0.79 people do not help the

children with special needs to attend school whereas in 11.6% schools people help the special needs children 'to some extent'. In majority of schools (76.6%) with mean score 2.7 and SD = 0.63 people abuse children with special needs on the way to school whereas in 16.6% schools abusing of people is 'to some extent'. Majority of the head teachers (97%) with supporting mean score 1.04 and SD .242 stated that Government is not making syllabus by keeping in view children with special Needs. Majority of the head teachers (85%) with supporting mean score 1.19 and SD .484 that Government has not setup any system for educational awareness of children with special needs in normal school. Majority of the head teachers (98%) with supporting mean score 1.02 and SD .140 that institution has no helping tool for the education of children with special needs.

**Table 4**

*Overall comparison of inclusive education in Primary schools with respect to Gender*

<i>Type of School</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>
Female head teachers	158	82.2215	5.95805	-	298	.537
Male head teachers	142	82.6479	5.95872	.619		

Table 4 indicates the comparison of primary school with respect to gender. There exists no significant difference with respect to inclusive education facilities between the responses of male and female had teachers as indicated by  $t = -.619$ ,  $df = 298$  and  $Sig. = .537 > \alpha = .05$ . Hence the null hypothesis "there is no significant difference of perception of male and female head teachers about Inclusive education in primary schools" was accepted.

**Table 5**

*Comparison of total Opportunities with Respect to Primary school Type*

<i>Type of School</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>Df</i>	<i>Sig.</i>
Girls Primary School	158	38.0696	4.48794	-	298	.725
Boys Primary School	142	38.2535	4.54206	.352		

Table 5 indicates the comparison of total opportunities with respect type of primary schools. There exists no significant difference of total opportunities of inclusive education between Girls and Boys primary schools as indicated by  $t = -.352$ ,  $df = 298$  and  $Sig. = .725 > \alpha = .05$  and the null hypothesis  $H_0$ : "There is no significant difference of opportunities of Inclusive education in and girls' primary schools and boys Primary schools" was accepted.

**Table 6**  
*Comparison of gender wise responses about inclusive education practices in primary schools*

<i>Type of School</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>
Girls Primary School	158	23.6519	3.11137	-	298	.237
Boys Primary School	142	24.0915	3.31321	1.185		

Table 6 indicates the comparison of total practices with respect type of primary schools. There exists no significant difference of practices about inclusive education between Girls and Boys Primary Schools as indicated by  $t = -1.185$ ,  $df = 298$  and  $Sig = .237 > \alpha = .05$ . Hence the null hypothesis “There is no significant difference of practices of Inclusive education in and girls’ primary schools and boys Primary schools” was accepted.

**Table 7**  
*Comparison of gender wise responses about barriers of inclusive education*

<i>Type of School</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>
Girls Primary School	158	24.8924	3.41519	.102	298	.918
Boys Primary School	142	24.8521	3.38739			

Table 7 indicates the comparison of total barriers with respect type of primary schools. There exists no significant difference of barriers about inclusive education between Girls and Boys Primary Schools as indicated by  $t = .102$ ,  $df = 298$  and  $Sig = .918 > \alpha = .05$  and the null Hypothesis  $H_7$  “There is no significant difference of barriers of Inclusive education in and girls’ primary schools and boys’ Primary schools” was accepted.

## Conclusions and Discussion

1. In primary schools, according to head teachers, practices of inclusive education are moderate but not outstanding as teachers are not specially trained and find it difficult to teach the children with special needs; but teachers’ use loving tone, encourage and do not make a fun of children with special needs rather teachers discuss their learning problems with their parents. In class normal children are motivated and encouraged to help special needs children in studies. This is in line with the findings of Khan,

Hashmi, & Khanum (2017) that “inclusive education is considered to be a desirable practice”; and similar to the findings of Ehsan (2018) that the environment of the regular classes needs to be made conducive so that the students with disabilities are able to become a part of learning process”.

2. In primary schools as reported by the head teachers, opportunities for inclusive education are not sufficient as special needs children do not have transport to reach their school; no wheelchair or other tools available; schools building was not suitable for them; no easy access to classes; no comfortable seating in classrooms; no separate washroom; no access to recreational facilities; special staff is not available to help them; no arrangements of moving around. This is in line with the finding of Farooq (2012) that “there were structural problems faced by students with special educational needs in general schools”.
3. On the other hand Government has not conveyed any comprehensive policy, not issued special fund and even not providing medical aid, no such syllabus developed by keeping in view children with special Needs, not providing helping tools and has no setup any system to make people aware for education of special needs children. This also in line with the findings of Farooq (2012) that “insufficient government leadership, non-availability and quality of human and material resources, fragmented approaches, lack of appropriate role models”.
4. There are many barriers for children with special needs for education as they have no person available to bring them in school, schools are at distance from their houses; teachers do not understand their individual needs; people do not help the children and abuse them. It is in line with the findings of Mprah, Amponteng, & Owusu, (2015) who conducted a study in Ghana, that “support or pupils with special needs in the general schools was inadequate”.
5. Inclusive education facilities in male and female schools are equivalent; similarly, practices opportunities and barriers about inclusive education are also similar in male and female schools. This is also in line with the findings of Jahanzaib, Fatima, & Dure-Nayab (2019) that “there is no significant difference in inclusive education facilities between male and female secondary schools”

## **Recommendations**

Based on the results and analysis of the study here are recommendations.

1. It is evident from the responses of head teachers that Govt. has not conveyed any policy, not provided any funds / scholarship; so it is recommended that Education Department of the Government of Punjab should take serious steps to promote inclusive education.
2. School Education department of Punjab should take special measures taking the help of local government to develop infrastructure according to the needs of children with special needs and design the syllabus of the schools by keeping in view the children with special needs with the collaboration of Special Education Department.
3. The head teachers and teachers should setup the environment of the classrooms to facilitate the children of special needs.
4. The school education department and Directorate of Staff Development (DSD) should provide comprehensive training to the teachers about inclusive education.
5. The School Education Department by the collaboration of social welfare department or other donors should provide Educational and mobilization helping tools (Wheelchairs, hand sticks etc.) to the children with special needs.
6. School Education Department with the help of Special Education Department of Punjab should collectively design the syllabus of the schools by keeping in view the children with special needs.
7. The School Education Department should launch awareness program through electronic and print media to educate the parents and other members of society for the education of children with special needs.

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