

A Perspective Of General Education Teachers And Special Education Teachers: Inclusive Education In Pakistan

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Abstract

This paper aimed to explore the perception of both special and general education teachers about inclusive education. The population of the study included teachers belonging from general and special education schools of Karachi. The sample size was 529 teachers out of which 244 were general education teachers and 245 were special education teachers. Questionnaire was adapted for collecting data using random sampling technique. In this paper teacher's perception was explored among different demographics i.e., gender and type of teacher etc. The current study was based on two hypotheses that were, H1=There is no significance difference in the perception of General and special education teachers about inclusive education. H2= There is no significance difference in the perception of male and female teachers regarding inclusive education. The results show that both the hypotheses were not rejected. The study's findings will be useful to decision-makers in developing various inclusion policies and ensuring their effective implementation for improving social development and good quality of human being.

Key words Special education, inclusive education, perspective of teachers, learning disabilities, physically challenged students.

Introduction

Society has changed its direction towards educating its children. In 1970s special education was combined with general education and was given the name of inclusive education. According to Haig, there might be difference in the definition of inclusive education from different scholars but the main idea is to give students equal right for receiving equal education (Haig, 2017). In this type of education all students are given opportunity to attend schooling for equal access of education. The main objective of inclusive education is to provide education to each child and no one child should be deprived of education. The key formula of inclusive education is that let those kids having minor disabilities have their share in learning with the

kids that are absolutely fine academically and physically both.

One of the reports by UNESCO that was documented in 2016 stated that in all the countries of Europe inclusive education for all works as a fundamentals and is designed for assuring the impartial opportunity that has been given to all the children that require special need; these can be served academically as well as in their professional training or may be full filling their societal needs thus all parts of their lives are covered.

This resulted in stress on placing the children with special needs in international strategies and educational programs (Savolainen et al., 2017; (Suhag, Lashari, Malik & Memon, 2017). No discrimination should be done amongst the

students that are incompetent or may be differently able or should not be discriminated on the basis of their strengths, weaknesses, religion, ethnicity and status. Inclusive education aims to ensure the education for visually impaired students who are with any abnormal disabilities. Therefore, such schools should be premeditated for impaired students to achieve fruitful results which may help them to reach their potential goals (Franck & Joshi, 2017).

Since, it enables students to reach their full potential; it is observed that in 21st century inclusive education has played a vital role in providing real learning to students who have traditionally been excluded due to their disabilities. We must make sure that no one is treated unfairly and must foster an environment that is inclusive of all individuals because we all understand that, despite our numerous differences, we all have equal rights. Inclusive education encourages positive classroom culture for all learning styles i.e., students like auditory learners, visual learners and students who are at wheelchairs for promoting cooperation and social acceptance among students in order to embrace the principles of inclusiveness.

Teachers, community members and parents are significant contributors for promoting the drive of inclusive education in order to complete the designed outlook of education. It is possible to implement inclusive education strategies when external factors support in societal initiative. It could be from the community, friends, students' parents, teachers, administrators, etc., but the most crucial thing for the successful implementation (Suhag, Lashari, Malik & Memon, 2017). Teachers' pre-service and in-service training in inclusive programs should be included because the capacity of teachers is another crucial element of inclusive education (Khan et al., 2017).

In the 21st century, inclusive education is a widely acknowledged strategy since it helps pupils realize their full potential. As we all know that we all have equal rights despite many differences, we must ensure that no one is treated unfairly and must create an environment that is inclusive to all learners. A positive outlook is essential for execution of inclusive education in order to be successful. Since teachers are the game changers of the schools because students are at their receiving end so teachers perception about inclusive education matters a lot (Lashari, Umrani & Buriro, 2021)

This study will surely play an important role in enhancing knowledge and understanding regarding inclusive education. This will also help the school management and policy makers of the country to revise in order to get better results of our future learners. Thus, the aim of this study is to find out the difference in perceptions between both the teachers being in special education and general education about inclusive education and to investigate the difference in perception of general education teacher and special education teacher with reference to difference in their gender.

Research Hypotheses

Following hypotheses were formulated for current study:

H1: There is no significance dissimilarity in the perception of both type of the teachers according regarding inclusive education.

H2: There is no significance dissimilarity in the perception of teachers belonging to both the categories of special and general education with reference to their gender.

Limitation

The research paper is only a survey just to understand the perception of teachers belonging

to both the categories mentioned earlier. The data collection time period schools were having their examinations therefore the researcher was not allowed to interact with the teachers and give them awareness about inclusive education. The researcher had already planned awareness session but due to constraints it could not happen. Also the researcher only went to the schools of DHA Karachi therefore the research cannot be generalized all over the city of Karachi.

Literature review

Inclusive education has been used by many countries all around the world to get the guidance for making policies and practices more inclusive in nature. (Ainscow et al., 2019). While confronting the education system domestically and globally both inclusive education is the significant concern, according to Amor et al (2018).

In other studies the authors made a point that sometimes theory and practical have a huge gap and significant difference in the understanding and working of the concept so making a progress in this domain can be a little bit challenging (Göransson et al., 2014; Magnússon, 2019). The researcher found out four meanings of inclusion that are in a regular classroom we include the kids with special needs, these special students are academically supported in the classroom, to fulfill the need of these students be it social or academic and the last one is social action (Krischler et al., 2019) suggested that the difference in implementation of this concept of inclusion is a major concern while talking about the training of future learners that are going to be the future leaders of country. In this research inclusive education is taken as a logic that talks about giving equal opportunity to all the students to be a part of regular class despite of any disabilities those can be physical or mental or other cases that is if the students are from minority or they are immigrants or they have any

sort of language barriers so all those students should be included in the class room and should be given equal learning opportunities (Hadidi & Al Khateeb, 2015). All the efforts can go in vain if the schools' inclusion part is not supported by the government (Suhag, Lashari, Malik & Memon, 2017) be it financially or material wise. Also if the teachers are not well trained for handling a disabled child or unable to teach in a classroom that is supposed to be inclusive all the efforts will be useless. To increase teachers' efficiency to handle an inclusive classroom and have a positive attitude well designed teacher training courses should be the part of schools' curriculum (Khan, Lashari & Iqbal, 2022). The highlighted goal of education that is inclusive in nature is to mitigate the barriers between the normal education and special education and give everyone equity in the classroom.

After reproaching on conclusions of students' academics it was very much noted that the students that have any kind of major disabilities have low level of competing attitude and behavior and more scholarly reactions as compared to the other in a regular instructional classroom. In supporting inclusive education and implementing the policies is the attitude of teachers and other stakeholders, if the attitude is as it is desired for implementing the policies and making is practical then there shall be no hurdle in making a classroom an inclusive classroom that fulfill the needs of the students who need special attention other than the regular students. (Schmidt and Ksenja, 2015). A lot of support has been reported in Bhutan by UNICEF, (2014). In a report that showed through a monograph that these people are highly supportive towards the people with disabilities or with special needs LhamDorji (2012). Despite the fact that in a recent media clipping it was being showed that these people don't pay attention towards the special needs of the students and this trend is speeded all over the societies of Bhutan (Kharka,

2016). To support their statements both the studies are in a dire need of presenting facts and figures otherwise this suspicion will keep prevailing and nothing as such will be proved. They need the factors that should be related to age, gender, and grade level taught and teaching experience of the teachers and most importantly teachers' traits that are related facts to them. According to Cambridge et al. (2014); Schmidt and Ksenja (2015) mentioned the facts about teachers which have significant influence on the attitude of teachers towards inclusion.

Theory to practice in inclusive education

Training about inclusive education is known to seek recommendation from the aptitude of college students carrying precise instructional desires in desirable environment, together along with extraordinary college students those does not have any visible or hidden disabilities (Artiles, Dorn, & Christensen, 2006). That studying theories provide the designers of curriculum about academic master plan and strategies proven give facilities of classroom deep study mode, which facilitates area into stress inclusive education daily routines for students of the university with specific directive desires, all in all in vast schooling environment. Those techniques and strategies for instructions encompass evolution of syllabus and educational layout, the progress of systems, using proof-based totally absolutely practices. 3 most crucial theories are known for the theoretical flavors to become a backbone of inclusive schooling concept. The training practiced that is effective in nature has to inculcate mind relating each theory so that the instructors may effectively create academic alternatives for each student.

Inclusive education practice based on Behaviorism

Behaviorism takes location at the same time as results are associated with the kind of a reaction that is observed by way of practicing again and again should be managed (Ertmer & Newby,

2013). Being closely monitored over time, the technique "though essential and is taken into consideration a scientific organization"(Abramson, 2013, p. Fifty six). To sum it up, the crucial issue standards of this theory that assist schooling are: it determines out the behavior, conduct ruled by the putting in which it takes area, coaching do not get up without mastering, gaining knowledge of equates to changing attitudes. According to Harold and Corcoran (2013) Behavior is administrated by what one likes or follows and according to that particular like's, needs of learners are fulfilled because behavior is observable phenomena. Inclusive training always practice or utilize behaviorism theories, material in inclusive training setting which really help on focusing the behavior of people regarding overall performance (Ertmer& Newby, 2013). Another researcher by Al shammari (2019A and Steele (2015) stated that inclusive education is primarily based on behaviorism practices. This study presented rich and powerful results outcomes of college level impaired students desired in classroom setting. Zhand et al. (2016) indicated that this practice is systematically and step by step utilized approach according to students and trainers needs which are followed with the desires of students in the path of education (Zhang et al., 2016).

Further, Steele (2005) indicated that direct or specific steering-based practices totally observes that destroy duties in respective rudiments which are utilized in coaching university of college impaired students in inclusive classroom culture. In some unspecified time in the future of the instructional technique, Behaviorists check inexperienced persons to decide at what factor to initiate schooling that reinforces are excellent. Teacher feature throughout the technique is to: (1) identify the cues that can triggers the scholars favored answers; (2) set up practices wherein turns on the goals stimuli that can be vary from their

responses in "herbal" situation are paired with turns on; (three) set up environmental conditions where students can respond appropriately for setting goals (Ertmer & Newby, 2013). According to Hattie (2008) Behaviorism's fundamental tenets and traits are ingrained in lots of present day educational practices. For Example, there are some outstanding intrusions of university college impaired students desires classroom settings of inclusive exemplify: direct training, practical, social and behavioral assessment, feedback and evaluation. This training is mostly provided in teacher centered environment where welcome and acknowledges students learning by focused commands. For example, first lesson Planning is introduced by instructor, a dependent lesson is taught after that student knowledge is tracked. Furthermore, student feedback is gathered to assure understanding. Functional behavioral analysis categorizes certain actions and their antecedents, desires them to replace disruptive behaviors in the practice space, and encourages exceptional behavior changes (Lashari, Umrani & Buriro, 2021). The use of a chart with specific focal behaviors tracked could be part of an effective behavioral assessment of a student. Formative assessment & comments look at development for studying & observing research gaps where it is necessary to work. We can take example of behavioristic school room by "go out slips" that incorporates posed questions by teachers and university impaired students answer including: "subjects I discovered," "matters I found interesting," and "questions I despite the fact that have." it's miles therefore taken into consideration that the Behavioristic principle is associated with numerous practices in direct education. It is also known as natural method which is designed to shape behaviorism if learners and teachers in particular learner environment in which teachers practice and provide objectives of schools. The purpose of inclusive education environment is to focuses on different conditions which can help

learners in classroom setting. Direct education usually focuses on the schooling in which behavior of learners is cultivated in a teacher centered culture classroom. Teacher always motivate and encourages students to participate in results most of the students with special needs would participate in responding the questions. In this teacher centered environment, feedback is usually taken into consideration ultimate techniques aimed at trying out switch of know-how to win.

Inclusive education based on cognitive

Theoretically, it is stated that cognitive method deals with thinking, attributes and learners mind that effect answers, reminiscence, acknowledgement motivation and goal setting. Theoretically, Jean Piaget argued that each stage of child is exceptional in which the learning procedure capacity is different and unique" (Evgeniou & Loizou, 2012, p. 666). Moreover, this method invokes the understanding of information and concepts which can effects on the responses of students. This approach uses intellectual planning and goal setting strategies in organizations. Cognitive theory specially encourages students discussions about what is being taught or ensuring how important and prepared learners can be for presenting information. Further, cognitive techniques emphasize notion processes and their significance in studying, together with reminiscence, wondering, mirrored image, abstraction, and meta-cognition, which are all needed inside the mastering method (Petersen, 2014). Consequently, cognitivists training "have to be based on a pupil's gift intellectual systems or schema to be effective" (Ertmer & Newby, 2013, p. 60). Furthermore, Cognitive centered inclusive education is primarily involved creating positive classroom culture for improve intellectual skills and make students able to interact in real study (Ertmer & Newby, 2013). College and university learners are recommended

to explicit in advance expertise, getting to know reports, and abilities to analyze new statistics being supplied students. We can use different educational techniques for concept mapping activates and outlining the leaners environments strategies in order to organize cognitive based culture of college and university students within the premises of academic desires (West, Farmer, & Wolff, 1991).

Moreover, these academic techniques have proven excessive first-class learning consequences among the impaired and special needs in classroom setting. There are different practices which are used in classroom are totally based on cognitivist approach. The use of these Meta cognitive strategies has improved various meta-cognition of university students with special needs (Al-Shammari, 2019B; Hornby, 2014). According to Hornby and Hattie (2008) has given unique dimensions which are used for university students desiring on schooling wide-ranging culture that embodies meta-cognitive techniques. Meta-cognitive techniques train college students to understand the manner they suppose. They focused on look at skills, development of ideas, concepts mapping and reciprocal instructions for college level students. Any other instance of a meta-cognitive approach in a cognitivism-based classroom is a go along with the glide chart used to arrange data.

Inclusive education practices based on Constructivism

Theoretically, constructivism approach makes a forte of developing cognitive device that reflect the know-how of the way of life in which they are using insight and reports of learning. This approach includes individual information and ideas in social and cognitive measurement during the reading technique thru remark, and further interpretation of given model on constructive approach. According to Vygotsky (1962) child social state of gaining knowledge is based on his cognitive development level which is mastered

through interaction with other peers and students in classroom setting. Constructivist believes that human beings increase personal knowledge discussing with other people in school or society. They agreed that information of mind is important in learning process (Lenjani, 2016). Akpan and Beared stated that Constructivism is the best approach which usually focuses on all paradigm of teaching and learning of leaners but most probably university and college students desires and dreams” (2016, p. 393). In this approach, teacher is considered as a role mode which looks similar a facilitator for presenting significant information and organizing curricular activities like sports for students of college level to figure out their personal reading (Liu & Ju, 2010). The primary purpose of constructivism approach is to guiding as : 1) learning means searching something new; 2) it requires approval of whole properly as man or woman essences ; 3) teachers must know about highbrow fashions that is used for new students assumptions and make them able to use different models; 4) gaining knowledge depends upon the memory of character which help them to construct his or her own meaning what a person has said (Lenjani, 2016).

Moreover (Lenjani 2016) indicated that being significant and carefully related to sensible and actual-lifestyles testimonies. In addition, constructivist approach provides learning experience and strategies intended for entirely freshmen, which are crucial for college youngsters with unique educational wishes (Shi, 2013). The interesting fact about key ideas and relationship among college students are careworn and placed as disconnected portion of knowledge for university special needs student’s specific goals. The means of instructions in maximizing the records of students is essential in memorization and monitoring (Lenjani, 2016; Lashari, Umrani & Buriro, 2021). These strategies are recommended for coaching and

encouraging improving errors, self-monitoring, achievement and accomplishments (Lenjani, 2016). Furthermore, "Inclusive education calls for a constructivist approach to coaching and gaining knowledge of" (Hulgin & Drake, 2011). Creating this essential modification consists of a particular ideas, information and relative assumptions about practices associated with positivist method. Moreover, they stated that constructivist rejected the there are many strategies which can be very powerful in respective of material and university students background. It focuses on respecting the ideas and acknowledges them particularly getting to know the situation. We can also say primary purpose of constructivism is based on inclusive education (Steele, 2005). Expect, and use visible pix, helps university students with getting to know disabilities understand and maintain in mind" (2005, p. 2). There are various practices which include summarizing the ideas of visual and auditory leaners which has more results on the experiences of university and colleges students' specific dreams (Hattie, 2008). According to Botha and Kourkoutas (2016) Training, therefore, a community of workout the use of this technique promotes students social and emotional engagement in practices which is probably immediately associated with the function of faculties, households, and groups. Moreover, It offers more chances to improve social integrity and integration of youngsters, in conjunction by those with behavioral problems in faculties. Moreover, it allows for students to co-assemble know-how won, which incorporates approaches of helping those kids in exceptional context. According to Constructivist, University and college students can get more advantage from inclusive training and practices as advised by means of the usage of Hattie (2008) which encompass peer tutoring and cooperative gaining knowledge of. Thru peer tutoring and cooperative studying, college students could have interplay with each one of a kind and actively studies in a

actual-international placing. Cooperative learning companies could be best as an example; it can be either formal or sometimes informal. Formal corporations which are organized by people could be capability and interest of their desires. On other hand, informal business can be spur-of-the-moment within college level students. Constructivist states that perception is an angle of students that have a look at from experience and actual-existence application.

Methodology

This study explored special education and general education teachers' perceptions in private schools of Karachi belonging to both the categories of general education schools and special education schools. This section is divided into four sub categories that is, research design, participants, resources or tools used and the procedure of data collected applied.

Research Design

The research design was descriptive in nature in order to explore the perception of general education teachers and special education teachers in private schools of Karachi. Detailed descriptions of educational occurrences are part of the quantitative research method known as descriptive research, according to Gall, Borg, and Gall (1996, p.374). The data from the respondents was gathered in one sitting only. The quantitative data was collected through questionnaire in which dependent variable was teachers' perception about general education and special education in order to full fill the purpose of this study. As already mentioned in chapter one the research questions of this paper is as follows. 1. What is the perception of teachers (General & Special Education Teachers) about the inclusive education? 2. What is the difference of Perception between General and Special Education teachers about Inclusive Education? In this paper One Way ANOVA and Two Way ANOVA were

performed to explore the perception of general education teachers and special education teachers. For total computation of a variable all the total questions were categorized into one variable that is perception.

Participants and procedure

The teachers of private school of Karachi were the population of this study. This was random sampling to achieve the objectives of this research. The respondents belonged to general education schools and special education schools. The survey witnessed that there were 244 teachers who belonged to general education and almost 245 belonged to special education out of 524 teachers who participated in the survey. The schools comprised of elementary level and middle level. The schools that participated in the survey belonged to DHA Karachi. Each teacher that participated in the survey was provided with a cover sheet that helped them understanding the objective of the survey research questions and research objectives were shared with the participants. The participants who were interested in knowing the outcome of the research were marked separately as they will be sent a copy of this paper once it gets published.

Data collecting tool:

The questionnaire was adapted from a study that was done by Mohammad Ali. He wrote his paper on teachers' perception about inclusive education

in Malaysia. The questionnaire was later amended by adding the categories of general education teacher and special education teacher and the phenomena of perception was also sub domain into three categories. These three categories were according to the variable of perception that is social, physical and psychological. There were 34 items in the questionnaire including the demographics and their categories of teaching. The teachers were guided to mark their response on the 5 point Likert scale that started from strongly agree and went up to strongly disagree. In order to establish the validity of questionnaire it was validated by two renowned domain specialist and field specialist.

Ethical consideration

All schools were sent a formal email regarding the permission to conduct a survey. The name of the respondents was kept anonymous in order to respect the privacy of individual personnel. The people who were given online forms were given a small brief about the research objectives in order to get the desired and accurate feedback. A disclaimer was also attached to the questionnaire that clearly stated that this research is being done for academic purpose no other hidden purpose is involved.

Data Analysis and Findings

Background information of Participants

Table 1 Demographic Characteristics of Participants

Characteristics	n	%
Gender		
Male	250	47

	Female	231	44
	Others	39	8
General or Special Education			
	General	244	46
	Special	285	54

The above table shows the demographics of the respondents in terms of gender. The results show that out of 529 respondents male were in dominant number which is 250 and females were 231 where as 39 respondents chose the categories

of others. Moreover, table shows that out of 529 respondents 244 teachers belonged to general education and 285 teachers belonged to special education

Table 2
Gender * General or Special Education Crosstabulation

		General or Special Education		Total
		General	Special	
Gender	Male	102	148	250
	Female	120	111	231
	Others	18	21	39
Total		240	280	520

The above table shows that there were 102 male teachers that were general education teachers and 148 male teachers were special education teachers. In female 120 teachers belonged to general education whereas 111 female teachers belonged to special education.

One way ANOVA

One-way between groups ANOVA was conducted to determine impact of type of teachers on perception about inclusive education. Groups were divided in General Education teachers and Special Education teachers.

Table 3 Mean, Standard Deviation and One Way Analysis of Variance in general and specific

Male	3.81	.74	3.85	.76	GS	1.09	1, 455	.297	.002
Female	3.98	.56	3.87	.56	G	16.11***	2, 455	.000	.066
Others	3.10	.42	3.42	.47	GS x G	1.98	2, 455	.139	.009

Note N = 461 ANOVA = analysis of variance, GS = general or specific, G = gender

p < .01, *p < .001

The table demonstrates the mean, standard deviation, F, p and effect size value. Furthermore, findings indicated that average score and standard deviation male, general education teachers were (M = 3.81, SD = .74) and the average score and standard deviation in male, specific education teachers were (M = 3.85, SD = .76). Moreover, result shown that there is a no any significant mean differences in male, general and specific education teachers regarding perception with $F(1, 455) = 1.09$, $MSE = .461$, $\eta^2 = .002$, $p > .05$. Hence, result revealed that there is no any significant difference of mean score among the male, general education teachers and specific education teachers because significance value $p = .297$ is greater than 0.05 indicating that perception of inclusive education is a significant between special and general education teachers in male. Effect size was also calculated from values of Sum of Squares between and within groups. Effect size is .002 that can be negligible.

Moreover, findings indicated that average score and standard deviation female in general education teachers were (M = 3.98, SD = .56) and the average score and standard deviation in female, specific education teachers were (M = 3.87, SD = .56). Moreover, result shown that there is a significant mean differences in female, general and specific education teachers regarding perception with $F(2, 455) = 16.11$, $MSE = 6.802$, $\eta^2 = .066$, $p < .001$. Hence, result revealed that

there is a significant difference of mean score among the female, general education teachers and specific education teachers because significance value $p = .000$ is less than 0.05 indicating that perception of inclusive education is a significant between special and general education teachers in female. Effect size was also calculated from values of Sum of Squares between and within groups. Effect size is .066 that shows medium effect.

Additionally, findings indicated that average score and standard deviation others, general education teachers were (M = 3.10, SD = .42) and the average score and standard deviation in others, specific education teachers were (M = 3.42, SD = .47). Moreover, result shown that there is a no any significant mean differences in others, general and specific education teachers regarding perception with $F(2, 455) = 1.98$, $MSE = .837$, $\eta^2 = .009$, $p > .05$. Hence, result revealed that there is no any significant difference of mean score among the others, general education teachers and specific education teachers because significance value $p = .139$ is greater than 0.05 indicating that perception of inclusive education is a significant between special and general education teachers in others. Effect size was also calculated from values of Sum of Squares between and within groups. Effect size is .009 that can be negligible.

Table 5

Multiple Comparisons

Dependent Variable: Total Perception

Tukey HSD

(I) Gender	(J) Gender	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Male	Female	-.0923	.06312	.310	-.2407	.0562
	Others	.5633*	.11565	.000	.2913	.8352
Female	Male	.0923	.06312	.310	-.0562	.2407
	Others	.6555*	.11589	.000	.3830	.9280
Others	Male	-.5633*	.11565	.000	-.8352	-.2913
	Female	-.6555*	.11589	.000	-.9280	-.3830

Based on observed means.

The error term is Mean Square(Error) = .422.

*. The mean difference is significant at the .05 level.

Multiple comparison table show that there is significant difference of “others” from males ($p=0.000$, mean difference = 0.5633) and females ($p=0.000$, mean diff=0.6555) on perception. While there is no significant difference of perception between males and females ($p=0.310$, mean diff=0.0923).

Discussion

This study was conducted to know teachers' perception towards inclusive education. The first objective was to find out the difference in the perceptions of general education teachers and special education teachers. The first hypothesis was that there is no significance difference in the perception of general education teachers and special education teachers about inclusive education. Based on the above results, we conclude that the first hypothesis of this study i.e., there is no difference among special and general education teacher about perception of inclusive education was proved true and approved. Effect

size is also negligible. Hence null hypotheses is not rejected. Both the general education teachers and special education teachers were on the same page that means they both were fully aware of the inclusive education be it they have been operating in different schools belonging to special education and general education. The second hypothesis that there is no significance difference in the perception of male and female teachers regarding inclusive education was also accepted and held true. Multiple comparison show that there is significant difference of “others” from males ($p=0.000$, mean difference = 0.5633) and females ($p=0.000$, mean diff=0.6555) on perception. While there is no significant difference of perception between males and females ($p=0.310$, mean diff=0.0923). Hence null Hypotheses is not rejected.

Education about inclusion helps to understand suitable academic customs applied to elegant training institutes with the useful resource of way of providing a form for tutorial services for helping all universities disable learners having

special goals remarkable study in step with their capabilities and desires (McLeskey, Hoppey, Williamson, & Rentz, 2004).

Conclusion:

The findings of the current study will be useful in understanding teachers' views towards inclusive education as well as the various demographic factors influencing perception. The study's findings will be useful to decision-makers in developing various inclusion policies and ensuring their effective implementation in order to improve the nation's quality of life and social development. The current study will be useful for researchers who are working in the same field and will assist define the focus during teachers training and orientation or awareness activities among localities. As a result, they may provide recommendations for inclusive education.

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