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Barriers to Inclusion of Students with Special Needs in Mainstream Schools of Rawalpindi

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Abstract

Classroom context in developing countries exposed teachers at mainstream public schools to various challenges while implementing inclusive education. The focus of the present study is to explore significant barriers that teachers are experiencing with the inclusion of students with special needs in mainstream public schools at Rawalpindi. It further provides insight into strategies useful for inclusion. The study employed a qualitative design to gain deep insight into the problem. Respondents of the study were teachers teaching core subjects at the secondary level who were selected through purposive sampling technique. Semi-structured interviews along with the document analysis as well as reflective memos were used to collect data. Data were analyzed under the thematic analysis to draw upon the teachers' challenges and strategies for their removal. The study recommends the initiative and continuity of training programs for mainstream teachers for their professional growth to implement inclusive education. The study also recommends the sensitization of administrators and school leaders to revisit and adapt the school policies to make collective efforts to achieve successful inclusion. The study findings have implications for the stakeholders, for policy and practice level planning in the inclusion of students with special needs in mainstream school settings.

Key Words: *Inclusive Education, Mainstream Secondary Schools, Mainstream Teachers, Barriers, Challenges, Students With Special Needs.*

Introduction

Pakistan is striving to achieve the target of inclusive education (IE) by ensuring participation of all including students with special needs (SWSN) in regular mainstream schools without any discrimination based on abilities, social, cultural and ethnic background. However, due to multiple barriers, Pakistan is still on the experimental stage to successfully implement inclusive philosophy and practices in mainstream schools. Studies indicated many barriers that hinder policy implementation (Donald et al., 2004) to achieve the target of Education for All (EFA) across the country.

Major challenging factors in the ways to successful inclusion highlighted in the existing literature are curriculum barriers, teachers training barrier, lack of knowledge and awareness in teachers, attitudinal barriers, overcrowded classrooms, lacking the physical support system, issues in accessibility, and challenges regarding human and material resources, insufficient time and material, lack of flexible

timetable, and inadequate external assistance and support from specialists (Dart et al., 2007; Jhonstone, 2007; Chireshe, 2011; Malahlela, 2017).

According to the Convention on the Rights of People with Disabilities (CRPD), education is a right based requirement and not a matter of charity that the society has granted on philanthropic grounds. Inclusion supporters advocate for the child's rights to contribute and participate in all activities of school life for their maximum potential development. School is bound to accept this right of differently abled children including SWSN (Bhowmick, 2018). By ensuring the participation of children with special needs and care for those without necessities of specialized needs, the inclusive approach recognizes the universality of human rights without any discrimination.

Review of Literature

Inclusion of mild to moderate SWSN remains the focus of the schools compared to students with severe special needs (Bhowmick, 2018). However, the executioner system and arrangements for IE displays discrepancies and varies from country to country. Barriers and prejudices against SWSN created by the pessimistic group of people, including teachers, administrators, parents, and peers, persist in all societies. There are two contrasting approaches in this context; one considers the child as a problem for the system with their special demands, whereas the other sees the system as a problem with its non-supportive context and environment (Bhowmick, 2018).

An inflexible and rigid curriculum that does not meet the individual needs can lead to a learning breakdown (Motitswe, 2012). Negative aspect of curriculum include lack of relevance of subject matter, lack of appropriate learning materials and resources, inappropriate methods of teaching and classroom management and inappropriate assessment methods (Motitswe, 2012). Motitswe (2012) asserted that the most serious barriers to learning are the inflexible nature of the curriculum which hinders adapting it to meet students' individual needs. Zimba (2011), in her study at a pilot inclusive primary school, discovered that the curriculum was not modified to meet the variety of learners 'needs.

Proper and accurate assessment of students has significant value to plan and implement the teaching and learning process to meet the diverse needs of students in an inclusive setting. To provide important information regarding the diverse educational needs, informal and non-standardized assessment, dynamic assessment, and behavioral observation inside as well as outside the classroom setting and spontaneous and structured language sampling may be more useful than standardized assessment (Zwane & Malale, 2018). Typical standardized test used by most school teachers for student assessment can be a component but not the whole process of assessment (Zwane & Malale, 2018).

Lack or absence of teachers' training to teach SWSN in the mainstream classrooms is a major barrier highlighted by many researchers. Bagree and Lewis (2013) identified that regular teachers are often not trained or supported to teach the students with learning difficulties which leads to the marginalization of this group of students in terms of educational opportunities and attainments. Training of regular teacher rarely prepares them for teaching diverse needs students and does not equip them with the knowledge, skills and confidence required for teaching SWSN which furthers leads the exclusion of SWSN from the learning process (Zwane & Malale, 2018). Bagree and Lewis (2013) argued to run quality education practices and regular teachers need to be trained and prepared to meet the learning needs of SWSN.

Most of the regular teachers indicated the need for intensive professional training on inclusive teaching to support the learning of SWSN in their classroom (Mahlo, 2011). Regular teachers were frustrated by the situation that they were unable to handle SWSN in their classrooms. This frustration may be resulted in their negative attitudes towards the teaching of SWSN in mainstream schools (Van Rehusen & Barker, 2001) whereas increased training resulted in positive teachers' attitude toward inclusion of SWSN (Powers, 2002; Kuester, 2000).

Teachers with inadequate or no training in special needs often use teaching styles and pace that only cater the needs of average or quick learners in the class and do not address the needs of SWSN (Zwane & Malale, 2018). This may be resulted in limited or no involvement of SWSN in class activities, failure and exclusion from mainstream education. Zwane & Malale (2018) asserted that decision regarding the content or subject matter that is taught and how it is taught may limit the learner's knowledge base and result in the failure to develop their intellectual and emotional capacities. Mukhopadhyay, Molosiwa & Moswwla (2009) observed regular teachers and found that they were using teacher-centered instructional approaches that are inappropriate to cater the individual differences of the learners.

Successful implementation of IE requires a supportive environment where collaborations among teachers, district officials, school administration, parents and community and learners are crucial. Maseko et al. (2014) identified that support of government funding and budget allocation, as well as teachers training can empower them to lead their positive attitudes towards IE. They further elaborated that the government does not provide schools with the specialist support to run the inclusive practices in mainstream schools (Maseko et al., 2014).

Transformation of special education into an inclusive system of education for children with disabilities poses many challenges and barriers for regular mainstream teachers worldwide. Shavelin et al. (2009) articulated that educators in mainstream schools lack the confidence, professional development, related knowledge and ability required to deal with the various special needs. However, regular mainstream school context in Pakistan lacks the architectural and material as well as human resources required for the placement of students with special needs. Due to developing context, mainstream public schools of Pakistan are mainly running through the barriers of non-supportive attitudes, lack of confidence and professional training in teachers, absence of collaboration between regular and special education teachers, absence of medical and related professional assistance and inadequate facilities (Haider, 2008; Behlol, 2011; Fazal, 2012). Hussain (2012) asserted that some of the main problems to IE in Pakistan are negatives attitudes, lack of awareness on the needs and potential of SWSN, lack of accessibility, financial constraints, biases in curriculum and assessment, lack of assistance and support system, and lack of trained professionals.

Therefore, the present study aimed to investigate the barriers faced by mainstream teachers and suggest the useful strategies to implement inclusive education in the secondary schools of Rawalpindi.

Study Objectives

- To investigate the barriers faced by teachers teaching at mainstream secondary schools of Rawalpindi.
- To suggest the useful strategies to implement inclusive education in the secondary schools of Rawalpindi.

Research Questions

The central research questions that emerged from the above objectives are:

- What barriers do teachers face while implementing inclusive education practices to meet the needs of diverse students in the mainstream secondary schools of Rawalpindi?
- What are the key strategies to overcome the challenges to implement inclusive education?

Materials and Methods

Approach

An inductive approach was employed in this research to gain an in-depth understating regarding barriers and challenges mainstream teachers face to implement inclusive education practices in secondary schools of Rawalpindi. Data were obtained through the semi-structured interviews and analyzed by coding, categorizing, and drawing themes that emerged from the study findings. Being qualitative, study is based on the social constructivist lens, which are based on the premises that knowledge is constructed in a natural setting when researchers and audience interact in natural setting (Fetterman, 1998). Hence, teachers were investigated in relevance to their school contexts about their problems and challenges in implementation of inclusive practices.

Description of the Study Site and Participants Selection

Teachers teaching core subjects of English, Islamic studies, Urdu, and Math at secondary level at the three secondary schools of Rawalpindi city were interviewed. A sample of 15 secondary school teachers was purposively selected based on the criteria to have SWSN in their classrooms. Three schools emerged for the study through the researchers' personals contacts with the teachers' community and field visits of secondary schools of Rawalpindi with the purpose of identification and screening based on the criteria to have special needs students at the secondary level. Purposive sampling was useful to increase the utility of information gathered from a small group of people (In this way total 15 teachers were selected from three sites to gather their detailed opinions regarding the barriers and challenges they face while implementing inclusive practices (McMillan and Sachumacher, 2010).

Participants Demographics

Out of 15, 5 teachers were female teaching at girls' secondary school and 10 were male teaching at boys' secondary schools. Academic qualification of female teachers at girls' school range from M.A to M.Phil and their professional qualification range from B.ED to M.ED. Out of 5 female teachers, 3 teachers had both (B.ED and M.ED) type of professional certification and 2 of them had only B.ED.

All Male teachers were master degree holders in different subjects of social and natural sciences and 9 out of 10 had a professional qualification of B.ED except 1 with dual degree. All male and female teachers were not necessarily specialized in those subjects they were teaching to grade 9 and 10. A teacher was teaching the subject of English though he was specialized in the subject of Chemistry. Two other teachers responsible for teaching Islamic studies and Pakistan studies had their specialization in Arabic and Political science respectively. Professional experience of all 15 teachers ranges from 3 to 33 years of teaching job. To ensure anonymity, names were removed, and each respondent was given a number from 1-15 with the prefix of R.

Data Collection and Analysis

Semi-structured face to face interviews were conducted with each of respondents to gain in-depth insight into the barriers in the way to successful inclusive instructional practices. Interview questions were based on the review of previous literature to ascertain what gaps were identified by other researchers on the topic. Individual interviews enabled the research to look into the ways the responses were given by the participants, tone, their body language and expressions. All individual interviews were audio-recorded by using digital devices and then transcribed and coded by the researcher. Reflective memos were also part of the data collection and analysis process. Themes were drawn from the codes to discuss the significant findings of the study. The extent to which the aim was achieved in context of the problem identified was than assessed on the backdrop of the existing literature of the field to ascertain the similarities and differences.

Ethical Consideration

The researcher obtained permission from the Chief Executive Officer (C.E.O) Education, Rawalpindi by sharing the aims and key research questions of the study. The heads of participating schools were also briefed about the major intent of the study and data gathering procedure. The participants were assured that their responses would only be used for research purposes and never shared as individual statements by their names that has any career repercussion. The respondents were also informed that they may quit at any time in case of any unavoidable situation. There were no response leading and socio-sensitive questions asked in the interview. The tone, conduct and attitude of the researcher while conducting interviews was quite friendly to enable the participants to express their views openly and freely. A friendly and comfortable environment was maintained during the interview sessions.

Findings

Barriers and Challenges of Inclusive Education

Participants highlighted numerous challenges in implementing IE practices successfully in mainstream schools of the government sector. Following sub-themes emerged: (1) Knowledge constraint (2) attitudinal barriers (3) lack of support (4) work load (5) absenteeism

Knowledge Constraint

Interview data as well as the analytical memos highlighted the fact that mainstream teachers were severely lacking knowledge regarding the inclusive education legislation and policy guidelines. They were also unaware of the latest pedagogies and instructional strategies even they couldn't express the idea of Inclusive education in their meanings. In response to the question of "how would you define the concept of Inclusive education?" out of 15, only 3 participants had some basic idea that it is something about the teaching SWSN. The following quotes substantiated this fact:

DO you mean to teach them along with the normal? Teaching disabled students with the normal? (R-11)
The rest of the 12 participants had not even any basic idea regarding IE. The following quotes depicted their lack of understanding.

> kindly will you explain first that what inclusive education is*?* (R-1)

> How do you define inclusive education? First, help me to understand the inclusive term. (R-4)
>
> You should tell me what inclusive education is? (R-5)
>
> Please explain the word inclusion first. (R-8)
>
> Ah.., terminologies., please define the term inclusion. (R-9)

A Participant discussed his lack of knowledge related to students' special needs and the required strategies in the following words:

> I had an experience with the student having stuttering issue, he was very good in his studies, but I did not know the reason behind his stuttering and how I can help him. (R-12)

6 out of 15 teachers expressed their wish to include the SWSN and to meet their educational needs according to their potential despite their increased workload and lack of resources, but unfortunately, their hands were tied due to a lack of knowledge of the proper training and guidelines to deal with SWSN in the mainstream classrooms. Participant teachers shared that they come with the pre-service professional qualification of B.Ed or M.Ed. But these professional courses are included just a short topic of individual differences in their syllabus, which is insufficient to meet the target of IE. This limited or no knowledge in teachers regarding the concept or legislation of IE limits the access of SWSN to their rights to have equal educational opportunities in regular schools.

Lack of Professional Training

All 15 participant teachers were convinced of the significance of professional training to implement IE practices in mainstream schools. However, out of 15, 13 teachers highlighted the teachers training gap, specially the lack of content relevant to special educational needs and inclusive pedagogy in the provided pre-service or in-service training courses. The following expressions substantiated their perspectives:

> I am ashamed to tell you that I just took one in-service refresher course in my 33-year career. Except that I had never called to attend any professional training and there is no such training available now. This is our experienced-based learning that we try to tackle with the learning problems of the students. (R-9)
>
> Teachers' training is entirely insufficient to run Inclusive practices. I am in teaching job for the last 11 years, and I took only 22 days in-service training almost seven years after my appointment. When I was appointed, there was no trend of induction training, I have some sort of pre-service professional education as B.Ed, but most of the newly appointed teachers of my batch did not have B.Ed and were provided with the relaxation to join the job without the professional qualification. Still, they were restricted to complete their essential professional qualification within the initial two years of their employment. (R-8)
> He added that
>
> B.Ed training usually is relevant to subjects you have chosen to teach, it includes teaching strategies as well. However, it did not include inclusive pedagogy at all. (R-8)

While describing his experience to have an aggressive student, one of the participants said that he did not know to handle the situation and commented:

> My purpose of sharing this whole incident is to explain that in our professional education of B.Ed. or M.Ed. Information regarding special needs is missing. When you do B.Ed with science education they do not provide even basic information about students' special needs at all. As a result, when we come across with such a problematic situation, we do not know what to do, we are totally helpless. (R- 11)
> Although there is a topic on individual differences of students at B.Ed level, the required awareness and knowledge about special needs and teaching strategies is lacking. (R-3)

However, one participant interestingly shared the same fact and admitted his mistake to have a short term goal as a learner during his professional training as he stated:

> We have a topic related to teaching strategies or individual differences, but my focus was to pass the paper and it did not become the part of my long-term memory. So, I must say my teaching is experience-based learning that I implement to my students. (R-7)
> As far as the government provision or professional help is concerned, it never happened ever. But in training, we learn such things only when any one of the participants raises the point and others share their experiences to have and treat SWSN. (R- 4)
> We need it; we don't have in-service training at all. (R- 2)

She added that they are surviving just based on experience base learning in their job:

> Inclusive teaching as another discussion that never happened even in pre-service course. We are finding the solutions of problems in the light of our own experience or some time we have to discuss with the other experienced colleagues. Experience helps a lot; it actually tells you many things; we are surviving merely on the basis of experience. (R- 2)

13 out of 15 participants believed that a single topic of individual differences at the B.Ed level does not fulfil the need of teachers regarding IE. However, 2 out of 15 held a different stance that that the provided information about the individual differences in pre-service courses is enough to deal with SWSN. Their responses are portrayed in the following quotes:

> In pre and in- service, both types of training, individual differences are discussed, and they tell us how to treat them (SWSN). These differences are present although the level of difference may be varied. So it depends on the teachers, if they have learned from the training and they are ready to apply that knowledge, she can tackle these differences. Otherwise, they can find help and sought the as the colleague's opinion as well. (R-4)

> There is a topic/ subject on individual differences on M.Ed and B.Ed level, and I think these professional trainings are related to it. And the teachers are being provided with the proper training on how to tackle the individual differences in the classroom. This training prepares us to resolve such issues for learners; they tell us how to uplift them. (R-12)

Attitudinal Barriers

One of the major hurdles to inclusive practices is the non-supportive attitude of society, especially parents and non-positive attitude of teachers and normal students. While sharing about the attitudinal barriers, participant emphasized the need to work on behavioral changes of the teachers and overall society, including students and their parents. All 15 participants shared their insights regarding the non-supportive attitude of families of SWSN and normal students. These perspectives are outlined in the following quotes:

> We have to play the role of their teachers as well as their parents here. (R-4)
> They send their children to school just because they can easily go to their jobs.., they never bothered about their needs, educational progress or their issues., in fact they never come to school if they are called for parent teacher meetings. (R-9)
> Sometimes parents show their concerns, but most of them are least concerned, and they need guidance. (R- 8)

By highlighting the non-supportive role of parents, a responded said:

> They do not play their part'; they do not. Even if their child fell and get injured, they do not come. We call the rescue team 1122 if the injury is severe, but if it is minor, we then provide the first aid in the school. (R-12)

Out of 15, 2 mainstream teachers shared their concerns regarding the negative behavior of normal students towards SWSN and highlighted the expected discipline problem that may arise due to the non-supportive role of normal students. The following quotes depicted their concerns:

> The presence of impaired students might cause discipline issues as average students may tease them due to their different personalities. SWSN may not face such behavioral challenges in special schools where the other students have similar category. Still, with the normal, it may arise such issues, and cause inferiority complex in SWSN. (R- 6)

> Sometime normal peers make fun of them, but these issues are adjustable in the long run. (R-12)

Another participant suggested strategies to change the negative behavior of normal students and recommended:

> The teacher should present the model behavior and model practices to motivate normal students. If the behaviors get change, other things will work in a smooth manner I believe. (R-1)

Lack of Support

Secondary school teachers highlighted the lack of support system by the higher authorities. 5 (female) participants out of 15 were convinced that their school administration is quite supportive, and their principal is always there to support and guide them. Still, this support system is absent on a higher level. It has emerged from the interviews of 14 out of 15 mainstream teachers that the provision of specialist support and proper physical infrastructure is missing or insufficient in government schools. The following quotes evidenced lack of professional support:

> There is no availability of professional consultancy, assistive devices by the government, the principal can better tell, but I have never seen it. Ramps are missing here, which is an essential thing from the perspective of an accessible environment. However, some health professionals used to come from Alshifa eye trust once or twice a year to check the vision and they provide glasses. (R-2)
> There is no such professional assistance available in these schools. (R-11)

A participant pointed out that they have school funds that can be used for the welfare of needy students and the improvement of infrastructure. Still, due to complicated policies, it is usually avoided to spend that fund. He suggested:

> Leadership must be motivated and trained to implement policies for the welfare of the students. (R-7)

Another participant highlighted the same thing:

> If we talk about the policies, there are policies, but these are not properly implemented. Even leadership does not make efforts in this regard. They never seek an opinion from their junior staff and colleagues. (R-8)
> A participant mentioned that there is some sort of professional consultancy provided for students from some organizations and NGOs such as medical health teams of Alshifa eye trust hospitals, Colgate toothpaste visits mainstream schools on an annual basis. She added: But professional help and consultancy is completely missing for teachers…., we have not provided with such support or facilities from the school or from the higher authorities. (R-4)

However, 1 out of 15 participants shared a completely different stance:

> We are provided with the necessary support and guidance in mainstream secondary schools required to run inclusive practice for SWSN having mild issues. (R-15)

Workload

Workload is major hurdle in practicing IE in mainstream secondary schools mentioned by 11 out of 15 study participants. Participants highlighted in their interviews the time constraint and crowded classroom as a barrier implementing inclusion in mainstream classrooms. The following quotes substantiated this fact:

> The presence of SWSN may raise time issues, as it demands more attention and some extra time to teach SWSN. But in a class of 40-45 students. It is nearly impossible to provide individual attention to every student in 35-40 minutes. (R-2)
> We are bound to cover the syllabus, and teachers are overloaded with administrative duties too. (R-5)
> We cannot waste the time of other students just because of those one or two cases because we have to cover the syllabus on time. If we cannot cover the 100 per cent syllabus, we must accomplish it to 85-90. We have to take the monthly tests as well that we cannot ignore. (R-7)

While mentioning the range of differences in the classroom, a participant elaborated:

> Having a special or disabled student in the class increases our burden and disturbs the whole class environment. (R-8)
> Regular teachers are already over-burdened due to huge classes and their administrative load; the government should not increase their responsibilities with this new policy of inclusion. (R-12)

Absenteeism

Study participants mentioned students' absenteeism as a hurdle to successful teaching and learning practices in mainstream secondary schools. Out of 15, 4 participants mentioned this barrier. Narratives of participants are described in the following quotes:

> Dull students always bring difficulties for teachers. We need the patience to deal with them. But the problem got increased due to their absentees, especially in the current situation of the pandemic. (R-5)

She added:

> Most of the students are not punctual because in the current situation of a pandemic. Only 50% attendance is required in a day, but taking the advantage of the case, they have become more relaxed, and most of them do not attend the schools properly. As a result, they attend school just for one day throughout the week. (R-5)
> The majority of the students in the regular set-up are from the poor economic classes, and they need to work after school timings to support their families. As a result, they often remain absent from the school, which increase the problem (R-11).

The R-7 and R-13 expressed similar thoughts that students' absentees increase the teaching and learning difficulties.

Discussion

The discussion is classified under two heads, namely, 'barriers' and 'strategies' to overcome the challenges mainstream teachers face to teach students with special needs in mainstream secondary schools of Rawalpindi.

Challenges

Numerous challenges were highlighted by the mainstream school teachers they face while implementing and practicing IE at mainstream secondary classrooms. The major hurdle for mainstream teachers to implement successful inclusive teaching and learning practices is their lack of knowledge on appropriate teaching methods and the knowledge regarding the special needs of students. Few teachers expressed their wish to include the SWSN and to meet their educational needs according to their potential despite their increased workload and lack of resources but unfortunately, their hands are tied due to lack of knowledge, proper training, and guidelines to deal with SWSN in the classroom. The finding is consistent with the study results found by Malahlela (2017) that despite their willingness and agreement on the need for inclusive practices, educators were low confident due to their lack of awareness on the relevant policy and the required knowledge of instructional strategies.

It emerged from the study results that mainstream teachers were short of professional competencies as the prevailing programs of pre and in-service professional development lacked knowledge of various types of special needs and the relevant pedagogical strategies. Moreover, all teachers were not necessarily specialized in the subjects that they are teaching at secondary grades. Participants shared that most of them come with the pre-service professional qualification of B.Ed or M.Ed in teaching job, but these pre-service courses include just a short topic of individual differences in their syllabus, which is not sufficient to prepare them and meet the target of IE. Moreover, it is also indicated from teachers' interviews that there are fewer in-service professional training for teachers in current times, which has no part of IE. It has emerged from the study results that topics regarding individual differences or special needs of students are discussed only when any participant raises the point and others share their related experiences. This limited or no knowledge regarding the concept, legislation and inclusive pedagogical practices limit the access of SWSN to their rights to have equal educational opportunities. This finding is aligned with the Zwane & Malale (2018) who identified that training for regular teacher rarely prepare them the teaching of diverse needs students and does not equip them with the knowledge, skills and confidence required the teaching of SWSN. Scott et al., (2019) verified that regular classroom teachers lack preparation to deal with SWSN, which may negatively affect the inclusion of SWSN in mainstream schools cause segregation and failure of IE.

Other major hurdles for mainstream teachers include students' absentees, teachers' workload, non-supportive attitude of society, especially parents and non-positive attitude of teachers and normal students. It has emerged from teachers' interview findings that basic facilities required for IE are entirely missing at mainstream schools. There was no availability of professional consultancy and guidelines, and teachers were surviving merely based on their experience, or they sought help from their colleagues in the hours of need. It emerged that mainstream teachers do not have freedom and authority to take steps for the betterment of the students even they were not allowed to utilize the only school fund (FTF) established for the financial assistance of SWSN. Fakudze (2012) identified same barriers as lack of support of government funding and budget allocation and lack of teachers training and non-availability of specialists in mainstream schools that may lead to the non-positive attitudes of teachers and ultimately failure of inclusive practices in mainstream schools.

Female participant teachers were convinced that the school administration was quite supportive and the principal remained ready to support and guide them, but this support system is absent on a higher level. Whereas male participant teachers emphasized the need of active and supportive leadership, which was missing to implement IE.

Strategies

Participant teachers demanded their relevant professional training that may provide them with knowledge of various types of special needs of students and equip them with the related pedagogical skills to run inclusive teaching and learning practices in mainstream schools in a confident manner. Bagree and Lewis (2013) endorsed that to run quality education practices; regular teachers need to be trained and prepared to meet the learning needs of SWSN. Mahlo (2011) concluded with a similar finding that most of the regular teachers indicate the need for intensive professional training on inclusive teaching to support the learning of SWSN in their classroom.

All Participant were convinced to remove the architectural, behavioral, and professional barriers that hinder the successful inclusion. Findings of series of review, Rix, Hall, Nind, Sheehy and Wearmouth (2009) suggests that the pedagogic approaches that include the SWSN effectively in mainstream education not

only based on the teachers' role alone' rather these are rooted in the community of learners including other practitioner with whom they work.

Conclusion

The study has identified that the least supportive and less facilitated context of mainstream public schools of Rawalpindi presented numerous barriers and challenges for teachers to include SWSN and respond to their individual needs appropriately. The biggest hurdle to implement successful inclusive practices is teachers' lack of awareness and knowledge of relevant skills due to the unavailability of professional training in this area. Other barriers include time constraint, work load, overcrowded class rooms, lack of freedom for teachers to make educational decision, lack of active and supportive leadership, lack of guidance and assistance, unavailability of specialist support, non-positive attitudes of concerned personnel towards the inclusion of SWSN and in accessible environment which may increase the risk of failure of IE.

Recommendations

The study recommended to work for the professional growth and capacity building of mainstream teachers regarding the inclusive education and awareness raising campaigns that may emphasize the need and significance of inclusion and may be helpful to prepare them for their emergent roles as teachers and change makers in true meaning. There is also need to motivate the leaders and administrators by organizing seminars and discussions for them. Administrators and school leaders may be involved in policymaking to get motivated and realize their responsibilities. They need to be educated to adapt their school policy to help and support teachers to ensure the learning needs of SWSN and make the teaching and learning process fruitful for all. Moreover, school administration needs to make care full allocation of subjects to their teaching staff by ensuring their relevance with their specialization so they may have thorough command of the subject they were teaching.

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