

## Challenges Faced By Teachers in Conduction of Examination in Inclusive Schools for Students with Hearing Impairment

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#### **Abstract**

*Inclusive education means to teach both normal and students with special needs in the same setting. Inclusive education requires various adaptations and modifications in all areas of academics to be offered for these diverse students in inclusive setting such as modifications in infra structural setting, adaptation in instruction and in material application and modifications for examination. The objective of the present study is to identify faced challenges by teachers in managing students with hearing impairment in various areas i.e. (i. Preparation ii) Administration & Evaluation) working in inclusive setting. The collected data by 200 serving teachers selected conveniently in the inclusive setting with a self-made questionnaire is analyzed by using various statistical procedures. The results indicates that most of the teachers were not trained in required adaptive skills for adaptation in lesson preparation/planning, instructional delivery and in developing question papers along with its conduction requirements.*

**Keywords:** *Inclusive Education, Adaptation, Challenges, Examination.*

#### **Introduction**

Education plays a crucial part in social and economic development of a country. It improves human abilities because of all the human abilities are not by birth. Education speeds up financial development through expertise as well as abilities improvement. It will make people self-assured, active and aware. Education is regarded as a financial good (Olaniyan&Okemakinde, 2008).

The term inclusive education start from 1970s as by the efforts of many parents of children with disability. It means to provide education to all in their neighboring schools without any discrimination by following the right based education. Inclusion is the process of including the persons with diversified needs in the ordinary schools. Inclusion means to understand and accept the human differences and taught them according to their diversified needs. It is a way to reducing the exclusion of children with special learning needs on the base of their diversity by including them in all the learning school activities. For including the

diversified students in formal schools there is a need to modify the school in such a way that they may address and respond their diversified needs. A research has reported that in Pakistan 2% children with special needs are going to school and the rest of all 98% children with disability are out of school due to different reasons (Bartolo, 2010).

The Universal Declaration of Human Rights (UDHR) states that everybody is entitled to the right to education by virtue of being human, regardless of race, socio economic condition, nationality, age, gender, ethnicity, or may some other condition. Most parents possess a responsibility to send their children to a school. This responsibility assumes excellent importance because education has become a fundamental right for children (UNESCO, 2007).

According to Tahir& Khan (2010) 20% people are effected with any kind of disability due to poverty. They reported that in developing countries more than 90% people with disability are out of school. Literacy rate of adult persons with disability is less than 3% in some countries where as in some countries this rate is decreased as low as 1% in case of females with disability. The main reason of this lesser rate is that, there are limited institutional options for the persons with disability and which are available these are also inaccessible for the PWD.

A research reported that in all over the world perception of people is changing about persons with disability. Which is tend to requirement of trained special education teachers, technological equipment's, assistive devices, and multi professional team to deal with needs of diversified learners (Akram.B&Bashir.R ,2010).Now the a paradigm shift from segregation to inclusive education. There are many laws passed in the world to support inclusion and Pakistan also included in signatory to make the society inclusive.

This is responsibility of state to provide free, compulsory and quality education to all with and without disability without any discrimination on the base of race, religion, creed, socio economic status and cultural background. The article 28 of United Nation Convention on Rights of Children (UNCRC, 1989) reveals that it is the duty of the state to provide the opportunity of primary education to all children and also make to ensure the accessibility of educational and vocational information and guidance to all children. Article 23 emphasis to ensure all the above mentioned facilities for the children with disability with respect to opportunities, accessibility and quality (UNCRPD, 2008). Children with disability are divided into different groups. They are in large numbers, who are excluded from schools. It is a big challenge for us to enroll them in mainstream for development of country and for improving the literacy rate of Pakistan.

The research indicates that there is a great need to start inclusive education in Pakistan to include the children with disabilities. But there are many limitations in Pakistan to practical implementation of Inclusive education as teachers are untrained to deal with students with diversified needs, lack of facilities, inaccessibility and deprivation of right to education in main stream(Ehsan.M,).

The role of examination is very important in assessing the students' abilities. With the help of examination, teachers can analyze strengths and weaknesses of the learners. Examination is the only tool for assessing the different characteristics of teaching learning process. It's a source of motivation for students for doing the best in exams and get admiration from their teachers as well as parents. The curriculum effectiveness as well as teacher's performance can be judged by the evaluation process. Exams are conducted to take out quality in educational improvement (Qureshi, 1996). The following points described the importance of the study.

1. This study may be valuable for the administrators of the inclusive schools to investigate the issues to increase the standard of examination system more effectively regarding the hearing impaired students.
2. The results of this study may be useful for students, teachers and school administrators to find out in challenges faced by teachers in conduction of examination in inclusive setup.
3. The study may provide useful suggestions to improve the examination quality regarding administrative practices in inclusive education schools.

This study tend to search the answers of following question that what are the challenges faced by teachers in conduction of examination in inclusive schools for students with hearing impairment. The study aims to identify faced challenges by teachers in managing students with hearing impairment in various areas i.e. (i. Preparation ii) Administration & Evaluation) who were serving in inclusive setting. This study may contribute to identify the challenges faced by teachers in conduction of examination in inclusive schools established in Pakistan. It also may contribute to find the solutions for eliminating these challenges to improve the practices of inclusive education in Pakistani context. It will also provide support to achieve the goal of universal primary education which is declared in the National education policies, international declaration, Education for all including the children with disability. The objective of the present study is to identify faced challenges by teachers in managing students with hearing impairment in various areas i.e. (i. Preparation ii) Administration & Evaluation) working in inclusive setting.

### **Objective of the Study**

The objective of this study was:

To explore the challenges faced by teachers in conduction of examination in inclusive schools for students with hearing impairment.

### **Questions of the Study**

The question of this study was to explore that:

What are the challenges faced by teachers in conduction of examination in inclusive schools for students with hearing impairment?

### **Review of the Literature**

The study indicates that teachers encounter challenges with dealing children with special needs in inclusive setup teachers have to face challenges as lack of training to deal with diversified needs, they have not knowledge about diversified needs and types of learner, limited facilities from administration, negative teacher's attitudes about disabilities and diversity, a lot of work load, shortage of time, it needs a lot of passions, required many technical and management skills, attitudes of society, attitudes of learners without disability, makes class control difficult, difficult to plan different level of class activities according to multiple level of learners, lack of infrastructure. Inclusive education requires flexibility in lesson planning, delivering instruction, and teaching methods, teaching materials and process of evaluation according to students need (Oosero, P. O, 2015).

A research indicates that for implementing inclusive education practically we should have to work on infrastructure to make our schools accessible for children with diversified needs. Ainscow & Cesar (2006)

reported in his research there is a great need of teacher training teachers must have to update their knowledge and skills to accommodate the students with different needs.

There is a great need to infrastructure accessible for all type of learners also need to make parks, drinking water and washrooms accessible to ensure the inclusive education. Teacher's attitude is a key factor to launch inclusive in society. The classroom and all the class activities, teaching method, teaching material class environment, curriculum and evaluation must be modified according to the need, interest and level of understanding for promoting the inclusive education (Behlol, M. G., 2011).

A researcher indicates that policies support to promote the inclusive education but building are not designed to welcome the SWDs. Infrastructure of schools is not ready to accept the SWDs. Teachers have positive attitude to be a part of this innovation and want to include them but they don't have well trained and fully equipped to deal with this challenge so that they were feeling hesitation because they don't require professional development and trainings which can make them able to handle the students with diversified needs. They are ready to welcome the students with diversified needs if all the prerequisites for introducing inclusive education are ensured and they have positive and favorable attitude to mainstream the students with diversified needs (Khan, I. et.al, 2017). Ahmad & Abiddin (2011:179), indicates that, for the effective implementation of the inclusive education teacher's attitude about inclusive education, collaborative partnership and support services have importance as backbone.

The research indicates that we should have to increase the literacy rate through introducing inclusive education in the country. But we have to face the barriers in implementing inclusive education as fixed curriculum, having large number of learners in classrooms, lack of resources and untrained teachers to handle the students with divers learning needs. So, for the implementation of successful inclusion we have to overcome these barriers. They suggested that for overcoming these barriers there is a need to redesign the curriculum and need to make it flexible to meet the needs and the level of students with diversified needs. Government also have to establish the trained teams for conducting training for teachers to make them knowledgeable and skillful so that they can meet the standards for students with diverse learning needs. Also, schools have responsibility to create their own implementation matrixes and polices with regard to facilitating implementation of inclusive education policies in order to eliminate the barriers which we have to face for implementing the inclusive education in the society so that we can able to build a bridge between national policy and actual practice of it (Zwane, S. L., & Malale, M. M., 2018).

Research indicates that teachers are not trained and fully equipped with required skills to meet the needs of students with diversified needs. They indicate that teachers experience have a great impact on teacher's skills to manage the students with divers needs which are necessary for implementing inclusive education. As we know that teachers are key factor to implement the inclusion if they are not well trained and equipped inclusive education will not be practically implement. They reported that teachers are not professionally trained with regard to inclusive education and are not well equipped to teach the students with differentiated learning needs with regard to planning the lesson, adapting the curriculum, instructional material and methods of assessment. They also reported that there is no proper preplanning for implementation of inclusive education. The researcher also has reported that teachers do not have required professional skills that can assist them to work with special learning needs students in mainstream or inclusive education setup. Teachers are also not properly qualified. Teachers also have to face the problem lack of resources required to teach the special learners for making the instructions and curriculum accessible for them (Khoaeane, T. J., 2012).

Education is a procedure in which efforts are designed to alter the behavior as well as thinking of individual's desirable directions. To find out how much the particular goal have been achieved, it is measured by conduction of tests on students. This method of testing is known as examination (Khatoon, 2015). Every educational system is made up of an evaluation process through which the attributes as well as capabilities of the students are evaluated by offering those positions and grades (Ahmed, 1993).

The achievement of an educational system depends on the usefulness of its system of evaluation because it is an essential element of teaching and learning procedure. Examinations are organized to assess the educational accomplishment of learners as well as to find out whether or not they have accomplished a regular format of educational knowledge and learning. Exams are regarded as the grounds for up gradation to greater levels; a provider of inspiration for students for more effective studies; a ground for prediction concerning learners' potential job and education aptitudes. In addition, examination can serve to contribute with the evaluation of achievement level of the students and also helps the teachers to assess the usefulness of their learning and teaching techniques for future enhancement (Shahid, 2007).

Pakistan had an inherited educational system from the British. Examination is a cyclical procedure having four phases; preparation, evaluation, assessment, and reflection (Parveen&Saeed, 2014). The worth of an education process, essentially, is dependent in the practical use and also usefulness of its evaluation process that is ordinarily performed by academic institutes as collective analysis, this includes not just students' efficiency but additionally teachers' efficiency along with the curriculum and so on like an entire (Yadev, et al., 2015).

The exams ascertain the result on the education system. The effectiveness of education system could be assessed from the outcomes of the examination. Based on the quantity of a number of investigations scientific studies which have been seen over the topic with the many years, exams appear to have their forfeited the credibility. The examination process that partially mirrors the curricula isn't correctly created. It promotes rote learning, prevents critical thinking and creativity of students, as well as encourages cheating and also produces it very easy (UNESCO, 1997).

It is required to look into the credibility of the outcomes of the boards. Validity and reliability of evaluation tests within terminology of coverage of curriculum, number of paper setters, insufficient training for the papers setters & examiners, producing technique questionable (Hasan&Greancy, 1998).

## **Methodology of the Study**

All the researches were done to know about the truth of reality. This is a descriptive type of research. The researcher applied quantitative approach to identify the Challenges faced by teachers in conduction of examination in inclusive schools for students with hearing impairment. The researcher has developed the hypothetical framework after review the literature. In hypothetical frame work challenges faced by teachers were divided into three elements (Preparation, Administration, and Evaluation). The researcher has used self-made questionnaire consisted on 17 statements. The collected data was analyzed and reported with the help of inferential and descriptive statistics by using SPSS.

## **Population, Sample and Participants**

As we know that our country Pakistan is a developing country and the inclusive education is not practically implemented in Pakistan. Here we just have limited options according to inclusive education for the children with hearing impairment due to their communicational gap and other limitations resulted by

their disability. All the teachers who were serving in Inclusive education schools with the children with hearing impairment in Lahore they all were the target population of the study. When we have limited options as the targeted population we have to use non probability sampling technique to select the purposive sampling from the targeted population.

### Instrument of the Study

The self-designed questionnaire was used to collect the data. It was distributed to the respondent by the researcher himself to record their responses. The questionnaire consists of 2 parts. The first part was consisted on demographical information and the 2<sup>nd</sup> part was consisted of 17 statements. The researcher has made statements according to all elements of hypothetical frame work by using 5 point Likert scale with the five options of (0%, 25%, 50%, 75%, and 100%). The researcher wanted to identify the challenges faced by teachers in conduction of exams for the children with hearing impairment in inclusive schools. The researcher has checked the reliability of the instrument which was found Cronbach's Alpha 0.808 of 17 items of the instrument.

Table No 1: Reliability Statistics

Cronbach's Alpha	N of Items
.808	17

### Data Collection and Analysis

The data was collected from the 77 teachers who were serving in inclusive education setup with CWHI in District Lahore. The researcher has selected some inclusive schools purposively to collect the data. As we know there are only some inclusive schools which are inclusive After collecting the data personally the researcher has analyzed the data by the use if inferential and descriptive statistics through SPSS to draw conclusions.

### Data Analysis

The collected data by survey method was analyzed by using statistical as well as inferential statistics through SPSS.

### Findings

Table No 2: Frequency Table of gender of the respondents

Sr.no	Gender	f	%
1	Male	11	14.3
2	Female	66	85.7
	Total	77	100.0

This table indicates that there were 11(14.3%) respondents were male and 66(85.7%) respondents were female.



Table No 3: Frequency Table of age of the respondents

Sr.No	Responses	F	%
1	21 to 30 years	44	57.1
2	31 to 40 years	23	29.9
3	41 to 50 and above tears	10	13.0
Total		77	100.0

This table indicates that 44(57.1%) respondents were of age 21 to 30 years, 23(29.9) were of age 31 to 40 years and 10(13.0%) respondents were of age 41 to 50 years and above.

Table No 4: Frequency Table of qualification of the respondents

Sr.no	Qualification	F	%
1	Intermediate	15	19.5
2	Bachelors of Arts (B.A)	29	37.7
3	Masters and above	33	42.9
Total		77	100.0

This table indicates that 15(19.5%) respondents were having intermediate qualification, 29(37.7%) respondents were having B.A qualification and 33(42.9%) respondents were having masters and above masters' qualification.

Table No 5: Frequency Table of schools of the respondents

Sr. No	Schools Name	F	%
1	rangers Institute of Special Education	13	16.9
2	Falah Foundation Defence	11	14.3
3	Nida Foundation allamalqbal Town	7	9.1
4	Ghazali Education Trust	23	29.9
5	The Smart School	15	19.5
6	AmeenMaktub	8	10.4
Total		77	100.0

This table indicates that 13(16.9%) respondents were selected from the Rangers Institute of Special Education, 11(14.3%) respondents were selected from the Falah Foundation Defense, 7(9.1%) respondents were selected from the Nida Foundation Allamalqbal Town, 23(29.9%) respondents were selected from the Ghazali Education Trust, 15(19.5%) respondents were selected from The Smart School, 8(10.4%) respondents were selected from The Amin Maktub School of Special Education.

Table No 6: Frequency Table of teaching experience of the respondents

Sr.no	teaching experience	f	%
1	0 to 5 years	33	42.9
2	6 to 10 years	31	40.3
3	Above 10 years	13	16.9
Total		77	100.0

This table indicates that 33(42.9%) respondents were having 0 to 5 years teaching experience, 31(40.3%) respondents were having 6 to 10 years teaching experience, 13(16.9%) respondents were having Above 10 years teaching experience.



Table No 7: Frequency Table of teaching experience in inclusive school of the respondents

Sr.no	Teaching experience in Inclusive setup	f	%
1	0 to 5 years	51	66.2
2	Above 6 years	26	33.8
Total		77	100.0

This table indicates that 51(66.2%) respondents were having 0 to 5 years teaching experience in inclusive setup, 26(33.8%) respondents were having above 6 years teaching experience in inclusive setup.

Table No 8: Frequency Table of class level with which respondents were dealing in inclusive setup

Sr.no	Class Level	f	%
1	Montessori	40	51.9
2	Primary Level	10	13.0
3	Middle Level	27	35.1
Total		77	100.0

This table indicates that 40(51.9%) respondents were dealing at Montessori level in inclusive setup, 10(13.0%) respondents were dealing at Primary level in inclusive setup, and 27 (35.1%) respondents were dealing Middle level in inclusive setup.

Table No 9: Frequency Table of training of the respondents

Sr.no	Training	f	%
1	Yes	44	57.1
2	No	33	42.9
Total		77	100.0

This table indicates that 44(57.1%) respondents were trained for dealing with Children with special needs and 33(42.9%) respondents were untrained for dealing with Children with special needs who were working in inclusive setup.

Table No 10: Frequency Table of training of the respondents

Statements	25% challenges	50% challenges	75% challenges	100% challenges
1		28	26	23
2			24	37
3	1	16	52	08
4		21	37	19
5		1	10	44
6	2	16	46	13
7	1	23	48	05
8		23	47	07
9		20	39	18
10		22	38	17
11		16	31	30
12	1	18	35	23
13		17	38	22
14	3	21	42	11





<b>15</b>	Regarding sitting arrangement	17	44	16
<b>16</b>	Comparing the performance of hearing impaired with others	21	43	13
<b>17</b>	Comparing the performance with previous	<b>22</b>	<b>39</b>	<b>16</b>

The table no 10 indicates that

1. 28 respondents were facing 50% challenges, 26 respondents were facing 75% challenges and 23 respondents were facing 100% challenges in setting the objectives for students with Hearing impairment.
2. 24 respondents were facing 50% challenges, 37 respondents were facing 75% challenges and 16 respondents were facing 100% challenges in planning the objectives for students with Hearing impairment
3. 1 respondent were facing 25% challenges, 16 respondents were facing 50% challenges, 52 respondents were facing 75% challenges and 8 respondents were facing 100% challenges in achieving the objectives for students with Hearing impairment.
4. 21 respondents were facing 50% challenges, 37 respondents were facing 75% challenges and 19 respondents were facing 100% challenges in Communicating in Sign Language with students with Hearing impairment.
5. 1 respondents were facing 50% challenges, 10 respondents were facing 75% challenges and 44 respondents were facing 100% challenges in involving them participating in class activity for students with Hearing impairment.
6. 2 respondents were facing 25% challenges, 16 respondents were facing 50% challenges, 46 respondents were facing 75% challenges and 13 respondents were facing 100% challenges in enhancing the time for instructions for students with Hearing impairment.
7. 1 respondent were facing 25% challenges, 23 respondents were facing 50% challenges, 48 respondents were facing 75% challenges and 5 respondents were facing 100% challenges in modification of the curriculum for students with Hearing impairment.
8. 23 respondents were facing 50% challenges, 47 respondents were facing 75% challenges and 7 respondents were facing 100% challenges in modifying the conceptual difficulty for students with Hearing impairment.
9. 20 respondents were facing 50% challenges, 39 respondents were facing 75% challenges and 18 respondents were facing 100% challenges in meeting the knowledge level of cognitive domain for students with Hearing impairment.
10. 22 respondents were facing 50% challenges, 38 respondents were facing 75% challenges and 17 respondents were facing 100% challenges in meeting the comprehension level of cognitive domain for students with Hearing impairment.
11. 16 respondents were facing 50% challenges, 31 respondents were facing 75% challenges and 30 respondents were facing 100% challenges in meeting the application level of cognitive domain for students with Hearing impairment.
12. 1 respondent were facing 25% challenges, 18 respondents were facing 50% challenges, 35 respondents were facing 75% challenges and 23 respondents were facing 100% challenges in meeting the analysis level of cognitive domain for students with Hearing impairment.
13. 17 respondents were facing 50% challenges, 38 respondents were facing 75% challenges and 22 respondents were facing 100% challenges in meeting the synthesis level of cognitive domain for students with Hearing impairment.

14. 3 respondents were facing 25% challenges, 21 respondents were facing 50% challenges, 42 respondents were facing 75% challenges and 11 respondents were facing 100% challenges in time management for students with Hearing impairment.
15. 17 respondents were facing 50% challenges, 44 respondents were facing 75% challenges and 16 respondents were facing 100% challenges in sitting arrangement for students with Hearing impairment.
16. 21 respondents were facing 50% challenges, 43 respondents were facing 75% challenges and 13 respondents were facing 100% challenges in comparing performance of hearing students with students with Hearing impairment.
17. 22 respondents were facing 50% challenges, 39 respondents were facing 75% challenges and 16 respondents were facing 100% challenges in comparing performance with the previous academic achievement for students with Hearing impairment.

## Discussion

The problems lack of training of staff was discussed in previous studies which is a greater barrier in inclusive education (Redpath et al. 2013; Ganguly et al. 2015). Lombardi, Murray, and Dallas (2013, 221) suggested that providing training opportunities to staff and teachers will be a strong milestone for creating positive attitude towards inclusion of students with disabilities and it can help to promote universal design and encourage participation of students with disabilities in a general education class room.

A previous research acknowledged that there are many challenges associated with preparing teachers to meet diversity teachers are not skilled and fully equipped to handle the students with disability due to lack of training, experiences and practices in teacher education programs that's why marginalizing learners have to experience difficulties in learning (Florian, L., &Camedda. D., 2020).

This is notable for two reasons. First, the international research literature to this point has generally found and argued that positive teacher attitudes are one of the most significant factors in the success of inclusive education (Boyle, Anderson, & Allen, 2020).

The results of this study do not challenge those findings and arguments, but they do perhaps temper the claims with respect to just how important positive attitudes are relative to other affective variables. Clearly, from the findings of this study, perceptions of efficacy can be said to be far more potent predictors of intentions for inclusive classroom practice than are attitudes. The combination of the two are more potent still. Teaching efficacy relates to both the heart and hands of inclusive educators (Sharma, 2018).

## Conclusion

The results indicates that most of the teachers were not Properly and well trained, they were not having proper professional qualification to deal with students with hearing impairment so that they were not well informed with all the levels of cognitive domains and were facing challenges in required adaptive skills for adaptation in lesson preparation/planning, instructional delivery and in developing question papers along with its conduction requirements.

## Recommendations of the Study

- Teachers must be improved with refresher training for dealing with students having different learning needs in inclusive setup.
- There should be a comprehensive understanding by all teachers about inclusive education.
- They should equip with all required skills to meet the standards of inclusive education.
- They should know about the diversity of learners and learning styles.
- They should be independent to set flexible objectives, curriculum and evaluation methods to smoothly run the inclusive setup for all students having diversified learning needs.

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