



## Challenges Facing the Implementation of Inclusive Education in Public Primary Schools of Tehsil Liaquatpur

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### Abstract

*The purpose of this study was to ascertain the challenges facing the implementation of inclusive education programs in Pakistani public primary schools in Tehsil Liaquatpur. The goals of this research project are: 1) To determine the status of inclusive education implementation. 2) To determine the main challenges in implementing inclusive teaching methods. 3) To investigate the attitudes of administration and teachers about inclusive education. 4) To look into whether resources are adequate and available. A descriptive quantitative survey design was selected for this study. The population of this study is all public primary schools (595) of tehsil LQP, and the sample is 119 public primary schools. From these schools, 119 head teachers and 357 teachers participated as a sample. A simple random sampling technique is used. For data collection, two self-structured questionnaires were used; one for head teachers and one for teachers. After data collection, SPSS was used to analyze data. The results revealed significant challenges in the implementation of inclusive education such as parents' reluctance, lack of teacher training, insufficient resources, traditional methods, a lack of educational facilities, lack of support, poverty, transportation issues, etc. The study suggests that working with students with disabilities and small class sizes positively impacted the participants' attitudes toward inclusion. A teacher must hold high self-efficacy beliefs, reliable teaching strategies, and positive attitudes toward children with special needs. The study will aid the teachers, head teachers, parents, policymakers, sponsors, and the general public need in handling the investigated obstacles for better learning and development.*

**Keywords:** Challenges, Implementation, Inclusive Education, Primary Schools, Tehsil LQP



## Introduction

Education is a fundamental need for every human being. The worth of human life is almost impossible to achieve without education. It is right to say, “*Plant rice if your plan is for a year, plant trees if it’s for ten, and teach children if it’s for a hundred years.*” (Confucius) Any country’s success is determined by its literacy rate. So, a country’s education system must be advanced to give quality education to its students while also focusing on their welfare. Those societies, whose members are educated, progress toward peace, harmony, and prosperity (Hussain, 2012). The more educated individuals are, the more rapidly the country will progress socially and economically. It is necessary because children are a country’s future.

The UN Declaration on Human Rights of 1948 proclaimed education to be a basic right for humans. It is described as “essential to addressing global poverty, enhancing health, and empowering individuals to fully participate in their communities”. Programs such as Education for All (EFA) demonstrate the international community’s commitment to providing education to every child and adult to fulfill the fundamental rights of humans and promote individual and national development. Education was a priority in the early years following Pakistan’s independence in 1947, although the emphasis was mostly on improving access to basic education. Special education for kids with disabilities started to appear, but these attempts were typically fragmented and lacked a holistic inclusion strategy.

Pakistan’s education policies, such as the National Education Policy (1998-2010) and succeeding policies have begun to include inclusive education ideas. These rules attempted to address students’ different needs and ensure that education was available to everyone, no matter what their abilities. Pakistan, such as many other nations, has signed international conventions protecting the individual rights of disabled individuals, notably the UN Convention on the Fundamental Rights of Individuals who have Disabilities. The government launched initiatives and programs to support inclusive education collaborating with non-governmental organizations (NGOs) and foreign organizations. To support kids with a variety of learning needs, efforts were undertaken to train educators in inclusive teaching approaches and to supply schools with the necessary resources.

However, several issues remained, such as the lack of educated staff, inadequate infrastructure, and societal perceptions of disability. As part of larger changes in the education system in Pakistan, inclusive education has received more attention in recent years. Students with impairments are educated in ordinary classrooms alongside children who do



not have disabilities, a practice known as inclusive education. To fulfill the needs of every kid, conventional schools and classrooms must adapt and change.

Additionally, differences must be valued and celebrated. Educating disabled children in regular education has grown in importance on a global scale in many countries, and during the past few decades, educational systems have experienced substantial transformations. Everyone has the inherent right to get an education and to be included, and inclusive education is only a declaration of this. It is stated in important international treaties and development papers, a variety of individual groups do not possess this right.

The Salamanca Declaration urged “schools for all” which means that every child, whatever their ability, should get the opportunity to learn and study together in the same class.

Inclusive education has been increasingly emphasized in international declarations as the Salamanca Statement since then (Meijer et al., 2019). But there is a long way to go. Both endorse all those standards that position each child with an outright right to education.

Research suggests that only 1% –5% of kids with impairments are in school (particularly the girl child disabled) in many developing countries.

Despite the best efforts of public authorities over time to tackle exclusion within children with SEN, in truth, this feature has seen a significant worsening. Children continue to bear the disproportionate burden of any acute or persistent issues plaguing Pakistan’s educational system. With obstacles such as varying learning needs, teacher preparation and experience, curriculum and instructional modifications, infrastructure and accessibility, attitudes and perceptions, community and parental involvement, policy and administrative support, and social and cultural factors, inclusive learning may encounter difficulties.

### **Rationale of the Study**

The researchers noticed that inclusive learning isn’t being encouraged as much in public institutions as it should be, despite several efforts by the government, so the interest in this topic grew. The physical facilities, equipment, and basic resources required to meet the particular requirements of children with learning disabilities have not been sufficiently given, unlike their peers in ordinary schools. The government of Pakistan declared public primary education to be free (FPE) for all children in 2003. Therefore, the issue that this study attempted to solve was the difficulties associated with implementing inclusive education in Tehsil LQP’s public primary schools.



### **Research Objectives:**

- To determine the status of inclusive education implementation in Pakistani public primary schools in tehsil LQP.
- To find out the main challenges of public primary schools in the implementation of inclusive teaching methods.
- To investigate the attitudes of administration and teachers about inclusive education.
- To look into whether resources are adequate and available.

### **Literature Review**

Education is the foundation upon which a better future is constructed. Education in Pakistan has gone through several phases from ancient times to the present; it has a complex history that is intertwined with the country's sociopolitical situation, cultural dynamics, and economic issues. The Pakistani education system has various obstacles, including a high illiteracy rate, particularly among females and in rural areas. Concerns about insufficient infrastructure, curricular relevance, and teacher quality remain paramount. There are continuous efforts to raise the standard of education despite these obstacles. To improve the curriculum, increase the number of female students enrolled, and support teacher training, the government has implemented reforms. Although the main goal was to increase access to basic education these initiatives were frequently fragmented and lacked a thorough inclusion strategy.

### **Inclusive Education**

The term "different policy approach" to segregation and integration is also known as "inclusion", and it suggests that kids with impairments are treated like regular students in regular classrooms rather than receiving special education assistance. Inclusive education is frequently linked to the teaching of students with impairments and/or "special educational needs" in regular schools (Cummings et al., 2003). According to Falvey and Givner (2005), they contend that "belief in the ability and willingness of every student to learn and succeed is the foundation of all school restructuring efforts". Engaging in a thoughtful and compassionate learning community can help students who are at risk of failing to overcome the odds of failure. Diversity enriches us all. For other students, each kid has something special to contribute. Each pupil has requirements as well as strengths. One location should not be the exclusive source of services and support.

All students should learn together whenever feasible, despite whatever obstacles or differences they may have. This is the core tenet of inclusive education. According to Alur,



and Rioux (2009), the term “inclusive education” refers to all children who face learning barriers, regardless of gender, class, caste, religion, or disability. However, it is evident that inclusion is more than just a question of “rights”. It also considers who, how, when, and where of the education process. To effectively help of teachers and other staff in promoting inclusive culture and practices, it is also imperative that crucial policies, strategies, and system requirements be in place.

In an educational sense, the summative definition of inclusion is apparently “inclusion as a philosophy and set of practices involving catching every child or young person in mainstream community schools” (Qvortrup, 2018). Florian (2014) discusses the multiplicity of definitions for inclusive education and says that we should be focusing on teachers’ practices as these make explicit the principles, assumptions, and dispositions. According to Afolabi et al. (2013), one of the most significant ways to make inclusive education better is parental engagement. This statement is associated with the parental participation theory that the main reason for the emotional and academic development of a child is their engagement (Waluyandi et al., 2020). Many studies have shown a positive relationship between parental involvement and adolescents’ academic success using the conceptual framework of the theory that Bakker and Denessen (2007) refer to as ‘parental schools dispositions’ (Lv et al., 2019).

Educators and school administrators in Pakistan are supportive including kids with special needs; nonetheless, certain obstacles need to be overcome before inclusive education can be effectively implemented (Khan and Behlol, 2014). In a similar vein, there appears to be a lack of knowledge in Pakistan about the significance of parental involvement in advancing inclusive education. The purpose of this study was to investigate the views of Pakistani primary school teachers regarding inclusive education and the perceived obstacles to it. It appears that the local government in Pakistan has not fulfilled its pledge to give every child in the country equal access to education. Out of all the obstacles, the public’s disapproval of inclusive education especially among educators and parents is said to be the main cause of its detriment in Pakistani primary schools.

Our universal inclusive education model seeks to transcend the disability-specific special schools and focus on inclusive outcomes in policy promoting diversity, which is a global phenomenon (DeMatthews et al., 2021). Through culturally appropriate curricula and supportive systems, an inclusive school eliminates all obstacles to enable all students to engage, both physically and mentally (Koller et al., 2018).



## **Principles of Inclusive Education**

The following are key inclusion principles:

- Responsibility sharing among employees at all levels
- Supplying children with extra assistance
- Considering their demands and interests cooperatively a framework for youth
- Implications for disability discrimination and children with different categories of impairments.
- Understanding of children's families and social environments
- Adjustments to teaching-learning methodologies
- Enhancing teachers' professional competencies
- Providing community assistance and support for other employees at various levels of the organization.

## **Need for and Importance of Inclusive Education**

The need for and importance of inclusive education is:

- It eliminates the limits and hindrances.
- A nation well-built could be achieved through inclusive education.
- Every youngster can integrate into their community and grow to feel like they belong.
- Provide all children with impairments with the opportunity to access vocational services for students.
- Assist educators in identifying the areas of strength and weakness in their students.
- They consequently construct the educational programs appropriately.
- Students become aware of their obligations to look out for one another. It inspires them to explore who they are.
- Its goal is to provide a joyful existence for the child. His surroundings are made into a healthful environment.
- It keeps social balance by giving everyone the same opportunities.
- Prejudices and discrimination of all types are eliminated.
- It gives everyone access to new standards, procedures, and ways of learning.
- Children can learn coping mechanisms and become more independent as a result.
- It also develops problem-solving abilities, critical thinking, and decision-making capacity.



### **Challenges in Implementing Inclusive Education Faced by Stakeholders**

Teachers, administrators, schools, parents, and the local community are all important players in inclusive education. The secret to the success of including kids with impairments in mainstream schools is providing them with enough administrative and academic support. The main reasons that increased the education are inhibiting schools located near, a lack of special education facilities nationwide, the country's small number of special education institutions, the enrollment limitations of those that do exist, transportation issues, poverty, parental ignorance, and antiquated vocational training. In 2015–16, there were a total of special education institutions run by the government. In addition, the private sector, NGOs, and philanthropists manage roughly special education institutes. The majority of these special education facilities are found in metropolitan areas. As a result, most impaired children who reside in remote and rural locations are unable to visit these institutions. They require a reciprocal response since they are the worst sufferers of the trinity 3D effect of destitution, distance, and disability. The inclusion of these kids won't be achieved by just enrolling them. Respecting every child's needs presents a significant challenge for educators and administrators.

Recent researches relevant to the study revealed that implementing inclusive education is challenging due to various factors. Mpu and Adu (2021) identified several obstacles to the implementation of inclusive education, including "overcrowding, insufficient training, and lack of knowledge and skills of educators". Chibwe and Mulenga (2021) contended that not properly trained teachers and insufficient infrastructure are major obstacles to providing inclusive education for PLWD (People Living with Disabilities). Delubom et al. (2020) found various challenges in the implementation of inclusive education e.g. incompetent staff, lack of funding, and low level of infrastructure.

Another study conducted in Karachi, Pakistan, analyzed the challenges and opportunities of inclusive education in Sindh, Pakistan. The study found a lack of commitment among teachers and parents and suggested adequate funding for inclusive education, including equipment, programs, and materials (Bugti and Kazimi, 2021). Gajendrabhai and Saini (2020) highlighted the challenges in implementing inclusive education, including negative attitudes, poor teacher attitudes, and inadequate facilities. Begum (2017) highlights the limitations of understanding disability, negative attitudes, and resistance to change.

This paper assesses and highlights the challenges of implementing inclusive education in developing countries, aiming to help stakeholders navigate these issues and design a roadmap



for overcoming them, ensuring adequate education for everyone, regardless of physical challenges.

### **Teachers' Perceived Challenges towards Inclusive Education**

According to Unianu's (2012) study, educators are not fully aware of what inclusive education entails. Accordingly, "to have their effective input, attitudes of teachers towards inclusive education are consistent with the educational system. Teachers in mainstream schools will volunteer to help with inclusive education if only they are properly trained and guided. Without the backing of school administration, teachers are not able to ensure inclusion for students with disabilities.

Regarding the teachers' attitudes, Temberger and Kiswarday (2018) conducted a study with 3 types because they considered that it was one of the essential components to adopting inclusive education, vocational training may play a major role in ensuring an overall positive attitude toward inclusive education among the general population.

DeBoer et al. (2011) discovered that several factors, such as training, the nature of the disability, and prior experience with inclusive education, were connected to teachers' attitudes. Zabeli and Gjelaj's (2020) study discovered some difficulties instructors encountered in inclusive education practice. Problems inherited from the previous period: inadequate school infrastructure (arrival, building arrangement), preparation of partnership teachers in pre-school pedagogy, etc.; injured cooperation involving institutions to children within their parents.

### **Parents' Attitude towards Inclusive Education**

When Afolabi et al. (2013) studied how socioeconomic background, ethnicity, culture, and family dynamics influenced the relationship between the school and parents in inclusive settings; they discovered that parents were social actors. Consequently, the study concluded that parent participation is linked to the success of kids, especially those with special needs in inclusive environments. Paseka and Schwab (2020), who investigated parental attitudes towards inclusive education, discovered that while parents had a positive attitude towards the inclusive education of kids with physical or learning disabilities, they had a neutral view regarding behavioral or mental problems.

Parental participation is strongly believed to be essential to children's development in the school context. Presuming this, numerous research studies have suggested that parents be





motivated to discover methods of promoting their kids' growth. Parental involvement and academic success in inclusive education have been proven to be significantly correlated by studies by Šukys et al. (2015) and Afolabi (2014).

In short, to guarantee that students with impairments or learning difficulties may participate meaningfully in classroom activities and succeed academically, this may entail adjusting teaching strategies, changing curricular materials, or offering assistive technologies that go beyond academic concerns to include social, emotional, and behavioral components of learning. By removing obstacles to learning and advancing educational fairness, inclusive education aims to give every student the chance to realize their full potential and make a positive contribution to society. A cooperative and comprehensive strategy involving educators, administrators, families, students, and the larger community is necessary for inclusive education.

### **Research Methodology**

This research was descriptive and a quantitative design was used. For the vast population, a representative sample was chosen for this type of research design. The population of this research consisted of 595 head teachers and 2067 teachers of all 595 public primary schools (303 boys & 292 girls) of tehsil Liaquatpur which is located in the district of Rahim Yar Khan. The sample size is 119 head teachers (58 males and 61 females) and 357 teachers (174 males and 183 females) from 119 schools (58 boys and 61 girls) of tehsil LQP.

To collect the data for this research study, two questionnaires (one for head teachers consisting of 40 items and one for teachers consisting of 30 items) were used. A 5-point Likert scale; Strongly Disagree SDA (1), Disagree DA (2), Neutral N (3), Agree A (4), and Strongly Agree SA (5), was used in the questionnaires. Questionnaires are considered a very effective and easy tool for the collection of data. Therefore, this research strategy was selected to accomplish the goals of the study. After gathering the necessary data, spreadsheets are utilized to record information. With SPSS, the collected data is sorted, tabulated, and assessed.

### **Validity and Reliability of the Tool:**

The items on the questionnaire were revised to make them more comprehensible to the intended audience by a committee of experts, and then the revised versions were validated. The reliability data are verified using Cronbach's Alpha.



### **Pilot Testing:**

For pilot testing, researchers personally visited and administrated relevant questionnaires to the respondents and requested to give their suggestions freely for the improvement of questionnaires. In pilot testing, data was collected randomly 20 schools' head teachers (male and female) and 25 school teachers (male and female) from tehsil Liaquatpur. The final version of the questionnaire took into account the input from the pilot test respondents. However, those participants were not included in the sample.

### **Data Analysis**

This section is about the analysis of data. I found the mentioned points in the study.

#### **Findings of Head Teachers' Data**

- 80.67% of the participants disagreed that their school has enough funds to run inclusive education activities.
- 77.31% of the participants disagreed that they provide all students with equal access to assistive technologies.
- 78.99% of the participants disagreed that students with disabilities find their classrooms physically accessible.
- 78.15% of the participants disagreed that they have an adequate number of trained professionals.
- 68.91% of the participants disagreed that teachers have defined training for inclusive practices.
- 79.83% of the participants disagreed that their school's leadership actively supports and encourages inclusive education.
- 80.67% of the participants disagreed that teachers, experts, and support staff work well together to provide inclusive education.
- 81.51% of the participants agreed that parents of disabled students are welcome to participate in school decision-making.
- 82.35% of the participants disagreed that the community offers resources and support to encourage inclusive education.
- 66.38% of the participants agreed that the national curriculum has been adjusted to meet the demands of all learners.
- 82.35% of the participants disagreed that teachers at their school are skilled in adapting to different students' needs.



- 88.23% of the participants disagreed that teachers have been trained in effective inclusive classroom teaching.
- 77.31% of the participants agreed that teachers are confident in customizing evaluations to meet the needs of disabled students.
- 77.31% of the participants agreed that teachers can effectively regulate student behavior in inclusive classrooms.
- 73.95% of the participants agreed that when implementing inclusive practices teachers feel supported by their colleagues.
- 84.03% of the participants disagreed that teachers receive continuing coaching and mentorship on inclusive education.
- 76.47% of the participants agreed that teachers are confident that an inclusive classroom environment allows all children to learn and flourish.
- 70.59% of the participants were neutral that teachers are at ease interacting with specialists to address students' needs.
- 63.03% of the participants were neutral that teachers are satisfied with the administrative assistance provided for inclusive education efforts.
- 68.07% of the participants that a positive school culture promotes diversity and inclusion.
- 81.52% of the participants disagreed that staff members generally support the value of inclusive education.
- 66.39% of the participants agreed that some teachers are reluctant to accommodate learners with disabilities in their classrooms.
- 63.02% of the participants agreed that parents of students without disabilities are concerned about the influence of inclusion on their children's learning.
- 68.07% of the participants disagreed that the community has a positive attitude toward inclusive education.
- 77.31% of the participants disagreed that students with disabilities are acknowledged and accepted by their classmates.
- 73.95% of the participants agreed that students who do not have disabilities benefit from learning alongside those who do.
- 78.99% of the participants disagreed that inclusive classrooms can be distracting and difficult to manage.



- 82.35% of the participants agreed that in their school community, being disabled has a stigma.
- 77.31% of the participants agreed that teachers feel that implementing inclusive education takes too much time.
- 73.95% of the participants disagreed that the advantages of inclusive education exceed the challenges.
- 77.31% of the participants agreed that a lack of resources is a significant barrier to implementing inclusive education.
- 76.47% of the participants agreed that teachers who are opposed to change impede inclusive education.
- 78.15% of the participants agreed that the lack of adequate teacher training and support is a challenge.
- 69.75% of the participants agreed that high student-teacher ratios make it difficult to implement inclusive education.
- 73.11% of the participants agreed that school administrators did not prioritize inclusive education measures.
- 83.2% of the participants agreed that working with special education professionals would enhance our inclusive education strategies.
- 68.07% of the participants agreed that providing continual teacher training and support would improve inclusive education.
- 70.59% of the participants agreed that increasing resources and financing would benefit our inclusive education efforts.
- 81.51% of the participants agreed that their practices would be strengthened by creating a clear inclusive education policy.
- 77.31% of the participants agreed that their inclusive education outcomes would be enhanced by interacting with the community.

### **Findings of Teachers' Data**

- 75.07% of the participants agreed that they can teach all kinds of learners in their classrooms.
- 48.46% of the participants disagreed that their school conducts training to promote inclusive education.
- 56.31% of the participants disagreed that they have access to a variety of resources to support inclusive education.



- 62.18% of the participants disagree that in their school, general and special education instructors work together effectively.
- 61.91% of the participants agreed that they feel comfortable in adjusting lessons to meet special students' needs.
- 79.55% of the participants agreed that it is challenging to give all the students equal education in the same classroom.
- 48.78% of the participants were neutral that they had trouble finding relevant teaching material for differentiated education.
- 25.77% of the participants disagreed that in their classroom, individualized education plans are successfully implemented.
- 14.56% of the participants were neutral that the participation of disabled students in class activities is supported well.
- 67.5% of the participants agreed that the benefits of inclusive education are not well understood by parents.
- 41.74% of the participants were neutral that they couldn't meet all of the student's needs in a large, inclusive class.
- 62.47% of the participants agreed that their classroom lacks enough resources for children with physical disabilities.
- 61.62% of the participants agreed that in their classroom all students don't have access to assistive technology like computers.
- 56.59% of the participants agreed that insufficient funding inhibits my ability to access the materials required for inclusive education.
- 54.91% of the participants agreed that the current curriculum is not adaptable enough in an inclusive classroom.
- 47.06% of the participants disagreed that the school administration actively promotes and supports inclusive education.
- 50.98% of the participants disagreed that the school has a precise policy for inclusive education.
- 63.59% of the participants disagreed that teachers at their school can exchange best practices for inclusive education.
- 50.98% of the participants disagreed that the involvement of parents in their child's inclusive education journey is effective.



- 66.39% of the participants disagreed that the school community promotes inclusive education.
- 48.74% of the participants agreed that in an inclusive classroom, they think all students can learn and achieve.
- 55.19% of the participants agreed that they think disabled students should be placed in a particular environment.
- 57.99% of the participants agreed that teachers need to put extra effort and time into inclusive education.
- 56.86% of the participants disagreed that inclusive education affects other students' learning negatively.
- 68.91% of the participants agreed that implementing inclusive education is stressing them out.
- 65.83% of the participants agreed that they are confident in their abilities to differentiate education for every student.
- 64.14% of the participants agreed that they are comfortable in changing their teaching style to meet the needs of all students.
- 74.51% of the participants agreed that they have enough time in their teaching schedule to meet all the students' needs.
- 47.34% of the participants were neutral that the workload that comes with inclusive education techniques is manageable.
- 61.35% of the participants disagreed that school rules and policies support disabled students' inclusion.

### **Discussion and Conclusion**

Determining the current state of inclusive education implementation in Pakistani public primary schools of tehsil LQP is the study's first and principal objective. The outcome demonstrates that inclusive education is a major difficulty in primary schools and teachers are completely unaware of it. Insufficient funding exists in the schools to provide inclusive education. Not every student has the same facilities, and there is a severe scarcity of specialists with training. Teachers receive little training, disabled children are not treated with such dignity in the school, and it does not support inclusive education. Measures for inclusive education were not given top priority by the school administration. Collaborating with specialists in special education improves approaches to inclusive education. Teacher training



is another way to promote inclusive education. Initiatives to promote inclusive education would also benefit from increased funding and resources.

The second objective of the research is to find out the fundamental obstacles public primary schools face while implementing inclusive teaching practices. Because a bad attitude has a negative influence, parents and teachers play a critical role in ensuring the success of the inclusion process. Key factors include parents and teachers' involvement, proper orientation programs, appointing special educators, lack of accountability, funding, and valuing differences in disabilities. Addressing these issues and ensuring infrastructure and transportation services that offer barrier-free entry are crucial for the successful implementation of inclusive education.

The third goal of the study is to find out how administrators and educators feel about inclusive education. Everything revolves around the Head of the Institution, who serves as its focal point. Appropriate leadership has a crucial role. The headmaster's lack of leadership serves as a roadblock to successful and efficient inclusion. They should be able to mentor their colleagues in the art and science of inclusive education and should have the necessary knowledge, strength, and attitude as well as leadership abilities, initiative, and resourcefulness. In this sense, kids must gain a conceptual understanding of inclusion, the goals to be met, and the activities that should be planned for the school. It is only natural for teachers to turn to the headmaster for assistance when they need it.

The fourth goal of the study is to determine whether resources are sufficient and readily available. The process of inclusion has been seen to be hampered by several issues, including inadequate facilities, a lack of assistance, excessive class sizes, and bad infrastructure. Either no educational resources were offered or they were not offered by inclusionary norms. To integrate students with disabilities into the mainstream of education, there was a lack of staff capable guiding teachers in the regular school system.

In conclusion, it can be stated that integrating disabled children into the educational system is a difficult endeavor that requires widespread community involvement and mobilization and that the provision of appropriate solutions to the diverse range of learning needs of special education students in our educational system is crucial.

### **Recommendations**

The following recommendations were made in light of the results:



- There should be some awareness programs for parents and the community regarding the importance of inclusion.
- Teacher training must be conducted to support inclusion in primary schools.
- Schools must provide sufficient funding to support inclusive education.

### Suggestions for Future Research

- Further research can be on a broader divisional level.
- Further studies can use qualitative methods.
- Future research may use experimental research.

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