

A Sociological Study on Social Behaviour towards Children with Disabilities in the Context of Inclusive Education System in Primary Schools of Kotri, District Jamshoro

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Abstract

The paper aims to investigate the issues of comprehensive guidance that which kids with inabilities minorities face issues in schools, besides analyses the various factors which are negative attitudes and stereotypes of society towards the children with disabilities and lack of equivalence in the education sector. Disable children are neglected and discriminated by the society at every sphere of the life. They are also excluded by formal and informal education sector of Pakistan, at national and local levels. They are hired and purchased by the mafia of beggars and they use the children for begging that is why, there is need to support them in inclusive education and in society activities to make them contributing member of the society. In this study, fifteen teachers have been recruited from the various schools of the Taluka Kotri District Jamshoro by using the 5.0 Likert scale, civil society members and parents of the ten children with disabilities were also part of this study. Moreover, in this study face-to-face interview method was also employed, where respondents' in-depth opinions were included. The main findings of study found that teachers' experience at schools were not found positive; because they find difficulties in inclusive education, for they are not trained to deal with the children with disabilities. Teachers also agreed that a child who belongs to the minority often face difficulties in studying mainstream government schools. Results show that parents of the normal children were also not in favor of inclusive education, and parents of children with disabilities and minorities were not satisfied with the attitudes and behavior of the society towards their children. Societal behavior was also a great cause to suppress the children with disabilities. There is a dire need to accept the disable children socially and morally. The results of the study can help for the policy makers, government officials, educationist to involve them to work on this immediately and obliquely to implement inclusive training programs and software.

Keywords: Children with disabilities, Inclusive Education, Negative attitude, Stereotype, Discrimination and Prejudice



Introduction

Pakistan is a signatory of the international convention on the rights of persons with disabilities convention on the Rights of people with Disabilities (CRPD) (United Nations, 2006). Pakistan feels international pressure to implement the inclusive education program and it seems that the system is not ready in Pakistan and the legislation in Pakistan about the inclusive education is not clear yet but the concept of the inclusive education is not a new it is an old one started in 1986 when policy was framed on the rehabilitation of the disabled which focused on the integrated education, which aims that children with disabilities had to included and rehabilitated into the mainstream schools (Nanuashvili, 2003). But due to the lack of interest and the system the formulated policy of 1986 could not be implemented fully. In 1988 policy created some limited and separate system for the children with disabilities and it was later on realized that the inclusive education for the special children is not a realistic goal and grounds realities were changed at that time so for the children with disabilities some special educational institutions were contrasted in federal and provincial level. (United Nations, CRPD, 2006). A detailed national policy was formulated again in 2002 for the children with disabilities in which the idea of inclusive education reiterated. But later on, the 2002 policy was not considered in the national action plan of 2006 (Govt of Pakistan, 2002).

Policy makers in Pakistan remained double minded between the exclusive and inclusive education system. The UN convention on the rights of the youngsters with disabilities become added in 1991 in which UN officials confined the kingdom that the children rights must be protect through the inclusion in mainstream schools, employment, culture and recreational activities (Waqar, 2014). Most of the countries are bounded to provide the special educational facilities to the disable children in article 28. These facilities will help the children to feel fit in the society. Inclusive Education is an initiative to ensure efficiently the rights of children and give them opportunity to develop like the children without disabilities and it is also helpful in changing the feelings and fulfill the needs of the children with disabilities (Parties, n.d.).

The world conference was held in the 1994 in which it was decided that the rights of the youngsters with disabilities ought to be ensured in regardless of their physical development, intellectual, emotional, moral and social development. Later on another framework for action was passed in 2002 which is called Biwako Millennium framework for the rights of children with disabilities in regardless of inclusive, barrier-unfastened and rights based totally society (United Nations, 2006). Pakistan was ratified by the UNCRPD in 2011 which aims that the according to the Article 24 of the convention "states ensure and recognize the education rights of the children with disabilities without any discrimination and the equal opportunities shall be provided. State also ensures the inclusive education system at all levels. Furthermore it was also confined that the disable persons will not be excluded from the general education system on the basis of their disabilities" (Unicef, 2011). The ground realities are changed in Pakistan the provincial governments are pathetic. It was observed that the fewer children

in urban areas are getting special attention in regardless inclusive education or the getting education in special educational complexes but most of the rural children with disabilities have no access and them also not getting inclusive education (Unicef, 2011).

According to the Peter Mittler, British Educationist, kids with disabilities have to receive precedence at the coronary heart of both the education and in social policy. Inclusive education is a process which involves the reform and the change in restructuring of the school as a whole" to remove the discrimination and diversity among the youngsters with and without disabilities. there are numerous studies which tell that the children with disabilities like to study with the normal children, but they are scared and feel lack of confidence, and this confidence can be built through the inclusive education" (Konza, 2008).

Inclusive education system can be beneficial for all in the society because it promotes the tolerance, acceptance, and appreciation of the diversity. The inclusive education system can be supported and reformed if the Governments give the training to teachers and physical infrastructure and human resource facilities (UNICEF, 2013). kids with disabilities are excluded from the training area formally and informally at global level, children with disabilities face injustice and they are discriminated at every sphere of the life in almost every country in the world (Nanuashvili, 2003). It was the main objective of the Education for All that every country should take initiative for the disable persons and addresses the rights of their education and health, poverty reduction and educational effectiveness cannot be achieved without addressing the problems of the 600 million disable persons across the world (The United Nations Children's Education Fund, 2007).

However, 70% of the disable population reside in the Asian/ Pacific and African regions (Helander 1992). The distribution of the disables in Pakistan, according to the census 1998, following figures have been classified.

Table 1.1: Disable Population Category

Disable Population Category	Percentage %
Physically Handicapped	19%
Mentally Handicapped and insane	14%
Multiple disability	8.21%
Visually Impaired	8.6%
Hearing Impaired	7.4%
Others	43.33%

Source: Bureau of Statistics, Govt of Pakistan, 2002.

The Right to Education for All: Access and Quality

1989 UN convention at the Rights of the kid

1990 international convention on training for All (EFA) by the 12 months 2000, Jomtien, Thailand

1993 UN widespread guidelines (on incapacity)

1994 Salamanca assertion – on unique desires schooling: access and pleasant

2000 global training discussion board, Dakar, Senegal, review of progress on EFA conference Millennium development desires (goal 2 UPE)

2006 UN conference on the Rights of humans with Disabilities (Article 24: training)

1973 Constitution of Pakistan (Article 25-A) loose & obligatory training for All

2002 countrywide coverage for folks with disabilities in Pakistan.

Background of Study

In our society children with disabilities are not respected and they feel insecurity in their surroundings. Children with disabilities are considered as an encumbrance not only on society but even their families also considered them as burden. Many children are surviving in very critical situation they feel insecurity and they have no facilities of health and education, it is a bitter truth of the society that many people even family members think about these children as they are the product of their sins or they are the sons and daughters of the some supernatural forces or ghosts and they are scared from these children, it is also a reality that people leave their disabled children on the shrines at different places in Pakistan, and those children often found there begging all the time and live miserable life, it is a very unfortunate that as a nation we have never raised a voice for the betterment and wellbeing of the disabled persons and children, we have left them alone at every stage of life even we are scared and keep ourselves away from them and hate them very much. It is a common myth that the disabled children are born only for begging in the society (Madan and Sharma, 2013).

Children with disabilities are often considered as a neglected part of the society. They remained in the minority as society does not support them in their related issues and they always struggle alone whole the life (Waqar, 2014). Children with disabilities have remained in isolation and survive alone as they are victims of the social exclusion; people do not accept them as a member of the society which may cut them off from the schooling, health facilities and other social services, and society limits their actual participation in the society community and even in family. This kind of isolation brings more severe effects on their life and their life became complicated and a curse which results in many suicides done by the disabled persons (Ahmad, 2012). There is a need to support the disabled children in their educational issues and society must accept them as a functional and contributing member of the society as they are more skillful by nature because their skills are God-gifted and they are more competitive than the normal persons in many areas of the life. They must be supported and accepted in inclusive education as they can find better opportunities and participation in employment and civic life (Singh,

2016). The percentage of the children with disabilities who live in Pakistan is 32,86,630. (Govt of Pakistan, 2002) . Census report 1998. The percentage is even more high because many years have been passed no new census has been conducted yet in Pakistan, and the sincerity of the authorities with the disable population is not hidden, they had not added the option for the disable in the new census form 2017, but when the social activists who are working for the disable persons raised the voice then the High court has taken *suo motu* action and ordered to the authorities that they must add the options for the disable population as they are also the citizens of the Pakistan and the policies of the disable population also set according to the percentage of population of disables in the society. The total population of the people with disabilities constitute according to the census 1998 2.54 percent it means the 0.82 million people live with disabilities in Pakistan and among them 24.8 percentage are school going children which ages from the 5-14 years and 20, 000 children with disabilities are age between 5-20 years, but very few are enrolled in the special education (Pakistan Bureau of Statistics, 1998 Government of Pakistan). There are many children with different disabilities are in Pakistan, the recorded figure according to the data collectors which are not fully trained to recognized and not able to identify the different forms of the disability but the data which we have available is the 10 percent of the population in Pakistan live with a few form of the disability.

Which include visible impairment, hearing impairment, intellectual retardation, mastering disability, physical incapacity or more than one disabilities and from 10 percent of the disable population only two percent have access to get the education in special institutions but the scenario has changed now the new census is about to come but the estimated population of the disable persons in Pakistan is more than 10% percent (Ahmed, 2012). There are several social barriers in the achieving the rights of the kids with disabilities consisting of freedoms and fundamental rights. kids with incapacities are more skillful in many areas of life but their skills and abilities overlooked and underestimated. Children with disabilities constantly face following barriers.

Social Barriers of the Disable Population

- Disable population data is not reliable because they are not counted scientifically.
- During census, no such experts are hired for the recognition of disable persons and children with several disabilities.
- No such ideal policy framed for the disable children and their education.
- There is no coordination between the families of disable children for taking the free social services.

The social model recognizes that the reasons in participation of the society's institutions living in the environment rather than individual and those barriers must be eliminated by the counseling or framing policies. The environmental obstacles with the children with disabilities are found at all levels of the society that need to be reduced by policies and implementations. for example, public building, transport problems and recreational facilities. Poverty is also a main obstacle; the families of disable children are

facing more societal problems rather than the rich families' disables children. Children with disabilities living much more miserable life in the poor families and they survive more in infections and sickness (UNICEF, 2007). Keeping in view the truth of the society, researchers have decided to explore the real issues of disable children regarding their inclusive educational rights and opportunities.

The overall aim of this study is to explore the behaviour of society in general towards school going children with disabilities in the context of inclusive education system prevailing in Kotri, Jamshoro.

To serve this aim, following research questions are formulated:

- What are the social issues related to inclusive education in Kotri, Jamshoro?
- What are the behaviour patterns of society towards school going children with disabilities in Kotri, Jamshoro?

To address the above research questions, the following specific objectives of this study are outlined:

- To highlight the issues of inclusive education system
- To unearth the behaviour of people towards school going children with disabilities by focusing on discrimination, student-teacher relationship, stereotypes, prejudice, and social exclusion
- To learn the worldviews of parents about their school going children with disabilities

Literature Review of Study

Children with disabilities are one of the maximum forget about and excluded part of the society, their rights and dreams are violated in a wide spreading, and they are being hated and discriminated in society based on the negative religious and cultural beliefs on the disability. the case of kids with disabilities are greater compounded via the shortage of social support and poverty, lack of humanism towards the children with disabilities, lack of social and financial services, congested environment for the children with disabilities, children with disabilities are considered and judged on their disabilities and on the views that what they lack and what they have, their exclusion in society and invisibility lead them towards the lower esteem, dignity, even their right to live (UNICEF, 2013).

The significance of the regarding kids with disabilities to the normal children cannot be overstated because through social interaction in society and in schools or in playground results in social integration. Social interaction between children with and without disabilities in society helps in making inclusive society and it also helps to understand the problems of those children who are with disabilities and those who are not usually accept them in inclusion education and they can be best teachers in reducing the inequality with disable children (UNICEF, 2013). Children with disabilities shall be promoted and adjusted in normal system of the education before 2025 (Govt of Pakistan, 2002). Inclusive education brings the positive changes in the attitudes of the society and it reduces the diversity by educating children with disabilities together with the normal

children. Children with disabilities also feels themselves socially accepted and included and less stigmatized (Unicef, 2011). The ILO and UN experts report (2012) finding says that 15% world's population comes in disabilities and among them 80% disables can do a job. People with disabilities are the poorest phase within the international. Poverty and lack of education related to each other which further push the disabled population in a chronic cycle and discriminated in education and employment means society rejects them in social contacts which results as disable persons go deeply in the poor health and illness and wait for their death (Singh, 2016).

Research Methodology

This study involves the descriptive type of research which mainly elaborate the situations regarding problems of inclusive education of children with disabilities. It focuses on the perceptions, behavior, and mindset of the society toward the kids with disabilities. Further, it is a simple stage mix-method study encompassing both quantitative and qualitative descriptions of the problem under investigation.

Universe, Population and Sampling

The selected universe is Taluka *Kotri* District Jamshoro. As the researchers belong to this area so it was easy to collect real and accurate data for research. The population of this study consists of communities existing in the universe. Whereas the sampling frame encompasses primary school teachers and parents of disable children living in Kotri. The sample size is comprised of 25 primary school teachers and 10 parents of disable and minority children. In addition, this study involves non-probability purposive sampling method.

Methods of Data Collection and Analysis

The data were collected through two-way techniques which were structured questionnaire as well as in-depth interviews. The questionnaire was comprised of both close-ended and open-ended questions whereas the interviews were based on the interview guide that consisted of questions and their probes. The data collection tools were pretested for their appropriateness and accuracy. These methods of data collection were used because they were found suitable and easy to explain the problems in meaningful way and helped to remove misunderstandings and misinterpretations. The data were analyzed both statistically and thematically. The SPSS version 23 was used to analyze the quantitative data generated through structured questionnaire. However, the interviews were analyzed thematically by employing content extraction. The statistical analysis is limited to only descriptive statistics calculation which consists of percentages and standard deviation. The themes developed from interviews are qualitatively described in narrative form.

The Results/ Research Findings

Table No.1: All the inclusive children can be adjusted in mainstream school

Options	Teachers	Percent
Strongly Disagree	0	0
Disagree	4	16.0
Not Sure	2	8.0
Agree	1	4.0
Strongly Agree	18	72.0
Total	25	100.0
Mean = 4.32 SD = 1.18		

The data presented in Table No.1 of Statement No.1 revealed that out of 25 Primary School Teachers, 18 (72%) **Strongly Agreed** and 1 (4%) **Agreed** that All the inclusive children can be adjusted in mainstream school. Whereas 4(16%) were **Disagreed** and 2, (8%) were not sure about the given statement. The statistical analysis of statement Table No.1 of Statement No.1 represented that the calculated mean score is 4.32 which higher than the assumed mean score, it also supports the statement.

Table No. 2: Inclusive Education can be beneficial for the children with disabilities

Options	Teachers	Percent
Strongly Disagree	1	4.0
Disagree	8	32.0
Not Sure	3	12.0
Agree	4	16.0
Strongly Agree	9	36.0
Total	25	100.0
Mean = 3.48 SD = 1.38		

The data presented in Table No. 2 of Statement No. 2 revealed that out of 25 Primary School Teachers, 4 (16%) **Agreed** and 3 (12%) **Not Sure** that Inclusive Education can be beneficial for the children with disabilities. Whereas 8 (32%) were **Disagreed** and 1 (4%) were Disagreed about the given statement. The statistical analysis of statement Table No. 2 of Statement No.2 represented that the calculated mean score is 3.48 which is higher than the assumed mean score, it also supports the statement.

Table No. 3: Homeless Children can improve themselves with the normal children

Options	Teachers	Percent
Strongly Disagree	2	8.0
Disagree	7	28.0
Not Sure	4	16.0
Agree	2	8.0
Strongly Agree	10	40.0
Total	25	100.0
Mean = 3.44 SD = 1.47		

The data presented in Table No.3 of Statement No.3 revealed that out of 25 Primary School Teachers, 2 (8%) **Agreed** and 4 (16%) **Not Sure** that **Homeless Children can improve themselves with the normal children**. Whereas 7 (28%) were **Disagreed** and 2 (8%) were strongly disagreed about the given statement. The statistical analysis of statement Table No. 3 of Statement No. 3 represented that the calculated mean score is 3.44 which is higher than the assumed mean score, it also supports the statement.

Table No. 4: Minority Children find supportive environment in mainstream Government Schools

Options	Teachers	Percent
Strongly Disagree	5	20.0
Disagree	6	24.0
Not Sure	4	16.0
Agree	7	28.0
Strongly Agree	3	12.0
Total	25	100.0
Mean = 2.88 SD = 1.36		

The data presented in Table No.4 of Statement No.4 revealed that out of 25 Primary School Teachers, 3 (12%) **Strongly Agreed** and 7 (28%) **Agreed** and 4 (16%) **Not Sure** that **Minority Children find supportive environment in mainstream Government Schools**. Whereas 6(24%) were **Disagreed** and 5 (20%) were strongly disagreed about the given statement. The statistical analysis of statement Table No.4 of Statement No.4 represented that the calculated mean score is 2.88 which is significantly low than the assumed mean score, it does not support the statement.

Table No. 5: Minority Children do not concentrate in their studies in inclusive class

Options	Teachers	Percent
Strongly Disagree	4	16.0
Disagree	6	24.0
Not Sure	8	32.0
Agree	0	0
Strongly Agree	7	28.0
Total	25	100.0
Mean = 3.0 SD = 1.44		

The data presented in Table No. 5 of Statement No. 5 revealed that out of 25 Primary School Teachers (28%) **Strongly Agreed** and 8 (32%) **Not Sure** that **Minority Children do not concentrate in their studies in inclusive class**. Whereas 6(24%) were **Disagreed** and 4 (16%) were strongly disagreed about the given statement. The statistical analysis of statement Table No. 5 of Statemen No.5 represented that the calculated mean score is 3.0 which is not significantly higher than assumed mean score. Majority of the respondents were not sure about the given statement.

Table No. 6: Children with nomadic culture finds supportive environment and feel secure in mainstream Government Schools

Options	Teachers	Percent
Strongly Disagree	2	8.0
Disagree	3	12.0
Not Sure	4	16.0
Agree	7	28.0
Strongly Agree	9	36.0
Total	25	100.0
Mean = 3.72 SD = 1.30		

The data presented in Table No.6 of Statement No.6 revealed that out of 25Primary School Teachers, 9 (36%) **Strongly Agreed** and 7 (28%) **Agreed** 4 (16%) were **Not Sure** that **Children with nomadic culture finds supportive environment and feel secure in mainstream Government Schools**. Whereas 3 (12%) were **Disagreed** and 2 (8%) were **Strongly Disagreed** about the given statement. The statistical analysis of statement Table No. 6 of Statement No. 6 represented that the calculated mean score is 3.72 which is higher than the assumed mean score, it also supports the statement.

Table No. 7: Children with minor disability can be adjusted in normal schools

Options	Teachers	Percent
Strongly Disagree	0	0
Disagree	0	0
Not Sure	5	20.0
Agree	8	32.0
Strongly Agree	12	48.0
Total	25	100.0
Mean = 4.28 SD = .791		

The data presented in Table No.7 of Statement No.7 revealed that out of 25 Primary School Teachers, 12 (48%) **Strongly Agreed** and 8 (32%) **Agreed** and 5 (20%) **Not Sure** that **Children with minor disability can be adjusted in normal schools**. Whereas 0 (0%) were **Disagreed** and **strongly disagreed** about the given statement. The statistical analysis of statement Table No.7 of Statement No.7 represented that the calculated mean scores is 4.28 which is higher than the assumed mean score, it also supports the statement.

Table No. 8: Teachers can teach the students with minor disabilities

Options	Teachers	Percent
Strongly Disagree	0	0
Disagree	6	24.0
Not Sure	3	12.0
Agree	3	12.0
Strongly Agree	13	52.0
Total	25	100.0
Mean = 3.92 SD = 1.28		

The data presented in Table No.8 of Statement No.8 revealed that out of 25 Primary School Teachers, 3 (12%) **Agreed** and 52% **Not Sure** that **Teachers can teach the students with minor disabilities**. Whereas 0 (0%) were **Strongly Disagreed** about the given statement. The statistical analysis of statement Table No.8 of Statement No.8 represented that the calculated mean score is 3.92 which is higher than the assumed mean score, it also supports the statement.

Table No. 9: Teachers teach without any discrimination to all the children in inclusive class

Options	Teachers	Percent
Strongly Disagree	4	16.0
Disagree	4	16.0
Not Sure	4	16.0
Agree	5	20.0
Strongly Agree	8	32.0
Total	25	100.0
Mean = 3.36 SD = 1.49		

The data presented in Table No.9 of Statement No.9 revealed that out of 25 Primary School Teachers, 8 (32%) **Strongly Agreed** and 5 (20%) **Agreed** and 4 (16%) **Not Sure** that **Teachers teach without any discrimination to all the children in inclusive class**. Whereas 4(16%) were **Disagreed** and 4 (16%) **Strongly Disagreed** about the given statement. The statistical analysis of statement Table No.9 of Statement No.9 represented that the calculated mean scores is 3.36 which is higher than the assumed mean score, it also supports the statement.

Table No. 10: Parents do not allow to their children in inclusive education

Options	Teachers	Percent
Strongly Disagree	3	12.0
Disagree	3	12.0
Not Sure	5	20.0
Agree	4	16.0
Strongly Agree	10	40.0
Total	25	100.0
Mean = 3.60 SD = 1.44		

The data presented in Table No.10 of Statement No.10 revealed that out of 25 Primary School Teachers, 10 (40%) **Strongly Agreed** and 4 (16%) **Agreed** and 5 (20%) **Not Sure** that **Parents do not allow to their children in inclusive education**. Whereas 3 (12%) were **Disagreed** and 3 (12%) **Strongly Disagreed** about the given statement. The statistical analysis of statement Table No.10 of Statement No.10 represented that the calculated mean score is 3.60 which is higher than the assumed mean score, it also supports the statement.

Table No. 11: Inclusive education programs help students to make mutual understanding and communication that helps in reduce individual diversity

Options	Teachers	Percent
Strongly Disagree	1	4.0
Disagree	2	8.0
Not Sure	4	16.0
Agree	5	20.0
Strongly Agree	13	52.0
Total	25	100.0
Mean = 4.08 SD = 1.18		

The data presented in Table No.11 of Statement No.11 revealed that out of 25 Primary School Teachers, 13 (52%) **Strongly Agreed** and 5 (20%) **Agreed** and 4 (16%) **Not Sure** that **Inclusive education programs help students to make mutual understanding and communication that helps in reduce individual diversity**. Whereas 2 (8%) were **Disagreed** and 1 (4%) **Strongly Disagreed** about the given statement.

The statistical analysis of statement Table No.11 of Statement No.11 represented that the calculated mean scores 4.08 is higher than the assumed mean score, it also supports the statement.

Table No. 12: Children with major disabilities cannot be treated well in inclusive education program

Options	Teachers	Percent
Strongly Disagree	0	0
Disagree	4	16.0
Not Sure	4	16.0
Agree	6	24.0
Strongly Agree	11	44.0
Total	25	100.0
Mean = 3.96 SD = 1.13		

The data presented in Table No.12 of Statement No.12 revealed that out of 25 Primary School Teachers, 11 (44%) **Strongly Agreed** and 6 (24%) **Agreed** and 4 (16%) **Not Sure** that **Children with major disabilities cannot be treated well in inclusive education program**. Whereas 4 (16%) were **Disagreed** and No one answered in **Strongly Disagreed** about the given statement. The statistical analysis of statement Table

No.3 of Statement No.3 represented that the calculated mean score is 3.96 which is higher than the assumed mean score, it also supports the statement.

Table No. 13: Teachers are trained to teach inclusive children effectively in inclusive education program

Options	Teachers	Percent
Strongly Disagree	0	0
Disagree	0	0
Not Sure	3	12.0
Agree	10	40.0
Strongly Agree	12	48.0
Total	25	100.0
Mean = 4.30 SD = .70		

The data presented in Table No.13 of Statement No.13 revealed that out of 25 Primary School Teachers, 12 (48%) **Strongly Agreed** and 10 (40%) **Agreed** and 3 (12%) **Not Sure** that **Teachers are trained to teach inclusive children effectively in inclusive education program**. Whereas 0, (0%) were **Disagreed** and No one answered in **Strongly Disagreed** about the given statement. The statistical analysis of statement Table No.13 of Statement No.13 represented that the calculated mean score is 4.30 which is higher than the assumed mean score, it also supports the statement.

Table No. 14: Majority holder Children study and play with those children who belong to the minority and other language or culture

Options	Teachers	Percent
Strongly Disagree	7	28.0
Disagree	3	12.0
Not Sure	3	12.0
Agree	4	16.0
Strongly Agree	8	32.0
Total	25	100.0
Mean = 3.12 SD = 1.66		

The data presented in Table No.14 of Statement No.14 revealed that out of 25 Primary School Teachers, 8 (32%) **Strongly Agreed** and 4 (16%) **Agreed** and 3 (12%) **Not Sure** that **Majority Holder Children study and play with those children who belong to the minority and other language or culture**. Whereas 3, (12%) were

Disagreed and 7 (28%) **Strongly Disagreed** about the given statement. The statistical analysis of statement Table No.14 of Statement No.14 represented that the calculated mean score is 3.44 which is higher than the assumed mean score, it also supports the statement.

Table No. 15: Are you agreeing or disagree that teachers are trained and have professional skills to deal with inclusive class?

Options	Teachers	Percent
Strongly Disagree	1	4.0
Disagree	3	12.0
Not Sure	5	20.0
Agree	7	28.0
Strongly Agree	9	36.0
Total	25	100.0
Mean = 3.80 SD = 1.190		

The data presented in Table No.15 of Statement No.15 revealed that out of 25 Primary School Teachers, 9 (36%) **Strongly Agreed** and 7 (28%) **Agreed** and 5 (20%) **Not Sure** that **Are you agreeing or disagree that teachers are trained and have professional skills to deal with inclusive class?** Whereas 3, (12%) were **Disagreed** and 1 (4%) **Strongly Disagreed** about the given statement. The statistical analysis of statement Table No.3 of Statement No.3 represented that the calculated mean score is 3.80 which is higher than the assumed mean score, it also supports the statement.

Table No. 16: Separate Room should be constructed in schools for children who belong to the minority and other language or culture and with disabilities

Options	Teachers	Percent
Strongly Disagree	3	12.0
Disagree	5	20.0
Not Sure	6	24.0
Agree	0	0
Strongly Agree	11	44.0
Total	25	100.0
Mean = 3.44 SD = 1.52		

The data presented in Table No.16 of Statement No.16 revealed that out of 25 Primary School Teachers, 11 (44%) **Strongly Agreed** and 0 (0%) **Agreed** and 6 (24%)

Not Sure that Separate Room should be constructed in schools for children who belong to the minority and other language or culture and with disabilities. Whereas 5 (20%) were **Disagreed** and 3 (12%) **Strongly Disagreed** about the given statement. The statistical analysis of statement Table No.16 of Statement No.16 represented that the calculated mean score is 3.44 which is higher than the assumed mean score, it also supports the statement.

Results Generated Through Thematic Analysis of Interviews

- Majority of the respondent said that their children face many difficulties in society; they are not accepted as normal citizens everyone avoids communicating or to sit with them.
- Majority of the respondents said that school's administration does not enrolled our children because of their disabilities and belongs to the nomadic/vulnerable group they mostly refused to enroll them.
- Majority of the respondents said that there they are unaware of the policies regarding the children with disabilities and they even do not know the special institutions for the children with disabilities.
- Majority of the respondents said that they scare to travel frequently with their disable children because public consider us as a beggars.
- Majority of the respondents said that they sometimes think thoroughly that they should admit their children in special centers or leave them in shrines.
- Majority of respondents said that due to the negligence of the society we consider ourselves in inferiority complex and our children remain uneducated.
- Majority of the respondents belong to the poor families and due to the poverty they cannot look after their children with disabilities.
- Majority of the respondents said that they enrolled their children in primary schools but after some time they dropped out due to the irritation and unsupportive environment by the other children and mostly their children are studying and enrolled in nearby schools, but they are not properly taught by the teachers even other Muslim community children don't like to sit with our children in school.
- 60% Children of the respondents' families are not severe disabled; they can study in inclusive based schools and remaining 40% of the children have major disabilities.
- Majority of the respondents said that they have not provided facilities by the Government or any NGOs in their areas.

Discussion and Conclusion

Despite of the number of the national and international conventions laws and bills our children with disabilities and minorities are kept deprived of their basic rights including education.

The Children who are disable and belongs to the minorities are living in conflict zone, they are discriminated everywhere particularly based on the age, gender social status, language and ethnicity, religion. Children with disabilities also have lower rates of schooling at primary and higher secondary. These Children also live in a severe poverty because they are mostly unemployed and their parents and family members living below poverty line, lack of social support leads them in greater dependency and the societal behavior towards the children with disabilities is also suppressing them and moves them towards the darkness. The behavior of the government towards the children with disabilities is also not serious, they are not counted properly during the census and they are not considered in the government jobs even it is observed that the normal persons are working on the disable quota.

The following recommendations are given based on the findings and conclusion:

- The rights of children with disabilities and minorities must be ensured and implement.
- Inclusion of children with disabilities must be given importance.
- Reliable statistics is important to assist planning on the children with disabilities so children with disabilities must be counted properly.
- Workshops and awareness seminars must be conducted to realize the society that the prejudice and discrimination with children with disabilities is not good for the society itself.
- Mobilizing and increasing the capacity of the teachers for inclusive education.
- Training must be organizing for the teachers.
- Separate rooms must be constructed for the inclusive education programs.
- Psychologists must be appointed in schools for inclusive education program so that he/she can deal with the children with disabilities.
- Financial assistance must be given to the children with disabilities so that they could not beg in front of others.
- Society should behave with the love and respect to the special children.

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