



**RESEARCH PAPER**

**Teacher's Perspectives: School Readiness for Inclusive Education in Abbottabad District**

**<sup>1</sup>Sonia Fareed Khan\* <sup>2</sup>Kashif Iqbal <sup>3</sup>Ghazala Ishrat**

1. Junior Special Education Teacher, Special Education Department, Lahore, Punjab, Pakistan
2. Lecturer, Special Education Department, Lahore, Punjab, Pakistan
3. Lecturer, University of Management and Technology, Lahore, Punjab, Pakistan

**\*Corresponding Author:** [sonia.fareed.khan@gmail.com](mailto:sonia.fareed.khan@gmail.com)

**ABSTRACT**

There has been a widespread international effort to build inclusive schools in recent decades. The ultimate aim is to find out the school readiness for inclusive education and inclusion practices in public and private schools in Abbottabad district by exploring the level of awareness and to analyze the attitude and teaching strategies that are being in practice for the children with special needs in a classroom. The researchers used a quantitative research design. For quantitative data collection, a questionnaire was adapted focused on eleven (11) quality education indicators for inclusion in the special education for disabled children (NJCIE, 2010). Population of the study was general education teachers working in public and private schools in the Abbottabad district. The researcher used convenient sampling to select the sample from the population. 200 participants were chosen as samples, 137 teachers were from the public sector, and 134 teachers were from the private sector. The data from the survey were analyzed using descriptive statistics. The frequency distribution of replies to each item in the questionnaire was used to examine the survey instrument.

**KEYWORDS** Abbottabad, Inclusion, Inclusive Education, Quality Indicators, School-Readiness

**Introduction**

Inclusion is a developmental process that helps kids with special needs satisfy their various needs and participate more fully in their schools, cultures, and communities. This differs from integration, in which children with special needs are treated as peers rather than full-time students in public education institutions. The concept of special needs within and outside the child affects integration and inclusion differently. According to Armstrong (2008), participation is a barrier to school or college engagement, whereas integration focuses on the child's perceived flaws that prevent participation. As a result of removing obstacles within institutions and cultures, there is a greater understanding of the need to cut emissions.

D'Alessio (2006) defines inclusive education as a wide issue encompassing political, sociological, ethical, and economic principles and acting beyond the educational realm. Integration is defined as a set of structural, organizational, and curricular solutions in traditional schools that address diversity in the academic domain, including, for the most part, students with disabilities. According to UNESCO (2006), inclusive education is a method of changing educational systems and other learning settings to accommodate the variety of students. As a result, a great education is viewed as inclusive education since it tries to include all learners' Social life.

**Literature Review**

The economic and social development of any country depends upon education. It yields citizens who are aware and could contribute to its development. It also allows the most neglected and socially and economically backward groups to change their socio-

economic conditions—those societies whose members are educated, progress towards peace, harmony, and prosperity. (Husain, 2012). Programs like Education for All (EFA) are the commitment of the international community to give education to every child and adult to fulfill fundamental human rights and individual as well as national development. Still, education for all (EFA) does not give enough attention to the most neglected and marginalized group, called special children or children with disabilities. This group of children always seemed neglected in these programs designed to provide education to all (UNICEF, 2011).

Inclusive education is a method of bringing normal and disabled children into the identical sphere. According to Alper (2003), inclusion is a modern-day expression used for the system of education in which those students who have disabilities, either moderate or severe, are allowed to sit with regular students of the same age. Its basic aim is to give equal opportunity to all, so in a Journal of the Social Sciences July 2020 48(3) 3861 modern democratic States, such students should have access to public education and should not be denied this right only due to their disability (Fakolade, Adeniyi, & Tella, 2017). Through inclusion, the education system is modified to meet the requirements of the special or disabled children and normal ones.

Inclusive education got much attraction in recent times all over the world. Inclusive education defines by different scholars in different ways, and after examining the literature on Inclusive Education, one concludes that there is no universal definition. This term has different meanings for other people and in different backgrounds. This perception of inclusive education differs from one country to another, based on different viewpoints and priorities. Usually, inclusive education refers to the teaching of special children or children with disabilities in regular schools (Cummings, Dyson & Millward, 2003). Permitting to Ainscow (1999), the objective of Inclusive Education is to involve children in different activities in regular schools.

According to Gebhardt et al (2011), Austrian teachers possessed a positive attitude toward inclusive education, and over time, this attitude is more improved. Furthermore, it states that motor and physical disabilities were more acceptable than blindness, deafness, and challenging behavior. Those researches showed similar results to that of international studies, which says that teachers' behavior is affected by the nature of disability and experience of teachers in inclusive setups. The fundamental concept of an inclusive education system is that all students should be given an equitable learning environment free of discrimination.

## **Material and Methods**

The study's primary purpose was to find out the perspectives & transformations between the perceptions of private & regular public school teachers towards inclusive education in District Abbottabad of Khyber Pakhtunkhwa, Pakistan. This is a descriptive study conducted through quantitative analysis to determine the perspectives of public school teachers.

## **Population of the Study**

The population for the present study consists of teachers of regular schools (private & public) district Abbottabad.

## **Sample of the study and Sampling Technique**

A total of 271 participants were selected for the study, of which 134 were public school teachers, and 137 were private school teachers of Abbottabad city. Convenient sampling techniques were used to collect data from the participants.

**Table 1**  
**Government Institutes selected for collecting data from general education teachers**

Sr.	Government sector school names	Number of teachers
1.	Government girls high secondary school	14
2.	Government jaica school	9
3.	Government mirpur school, number 2	6
4.	Government girls model school, Mirpur	5
5.	Government girls model school, chamak maira	4
6.	Government primary school, mian dy sairi	5
7.	Government primary school , maira muzaffer	7
8.	Government primary school, aspadaar	6
9.	Government primary school , number 5	7
10.	Public girls high school, mohar kalaan	13
11.	Government girls high school, bodla	1
12.	Government girls hight secondary school, Havelian	9
13.	Government girls high school, Palak	8
14.	Government girls high school, sheikhul band	14

**Table 2**  
**Private Institutes selected for collecting data from general education teachers**

Sr.no	Private institutes selected for collecting data from general education teachers	Number of teachers
1.	Chinaar public school	25
2.	Nishtar Public school	8
3.	Lime light public School	47
4.	Concorda internationals	10
5.	Air foundation public school	8
6.	Pine hills school	5
7.	Pakistan oriental school	17
8.	Farhan public school	4
9.	Kingston school	16

### Instrument of the study

For quantitative data collection, a questionnaire was adapted from Pasha (2012) focused on eleven (11) quality education indicators for inclusion in the teaching of children with disabilities (NJCIE, 2010). The questions were customized to meet the needs of the local context. The adapted questionnaire was divided into three sections: (1). Demographic information, this section contained 07 statements requesting gender, education level, age, years of experience, job title, the name of the school, the name of the teacher, (2). Three descriptive questions were added to get the applicants' vision of inclusive education; (i) Do you know inclusive education? (ii) Have you attended any training courses related to inclusive education? (iii) Did you get a chance to work with children with disabilities in an inclusive environment? (3). "Quality Components for Effective Inclusive Education Guidebook" (NJCIE, 2010) For effective comprehensive education, concentrate on the eleventh component. It was made up of one atom split into eleven fragments.: (i) "Leadership - 6 statements", (ii) "School Climate" - 4 statements, (iii) "Scheduling and Participation" - three statements, (iv) "Curriculum, Instruction and Assessment" - 5 statements, (v) "Program Planning and IEPs Development" - 2 statements, (vi) "Program Implementation and Assessment" - 2 statements, (vii) "Individual Student Supports" - 4 statements, (viii) "Family-School Partnerships" - 3 statements, (ix) "Collaborative Planning and Teaching" - 3 statements, (x) "Professional Development" - 3 statements, (xi) "Planning for Continued Best Practice Improvement" - 2 statements. ". The Likert scale is the most often utilized method of measuring in the research (Likert, 1932). A four-point Likert type scale (NJCIE, 2010) was used to gather and tabulate the data: Completely - there is no doubt that the statement is

correct; It is difficult to find a way to improve; to a large extent, the statement is correct, but there are fewer exercises that can be strengthened; to a lesser extent, the statement is correct with some evidence, but there are more exercises for improvement; to a lesser extent, the statement is correct with some evidence, but there are more exercises for improvement. Opportunities that are either needed or have not yet been strengthened - there is little or no indication that practice exists.

### **Procedure of Study**

This study aims to find out the readiness level of teachers towards inclusive education in the Abbottabad district. The adaptive questionnaire included statements about eleven quality components for inclusive education used to collect data from the teachers. The researcher went to Abbottabad from Lahore and visited different private and public schools in the Abbottabad district. The questionnaire was adapted and was permitted by the concerned author to use. The researcher personally visited Government and Private sector schools of Abbottabad district and distributed a questionnaire to the teachers. The researcher got permission from the District education officer (Female) Abbottabad and Executive district officer (Male) Abbottabad for collecting data from the Government schools of Abbottabad district. The purpose of the research study was explained to the respondents. The researcher explained the questionnaire to the teachers briefly to avoid any ambiguity. Rural and urban areas of Abbottabad city, Nawasher, and Havelian tehsils of Abbottabad district were selected for collecting data. General education teachers from public schools were traced through the list provided by the district education officer (women) and executive district officer (male), private schools were traced with the help of information provided by PEN (private education network) Abbottabad city and selected by using a convenient sampling technique.

### **Delimitation of the Study**

Due to financial, traveling, and time constraints, a sample of the study was only 200 general education school teachers but this study could be stretched to more sample size for better data collection and results.

### **Data Analysis**

After collecting data from the teachers by using the adapted questionnaire the data is analyzed through the descriptive approaches. The researcher used SPSS (Statistical Procedure for Social Sciences) software to analyze data. Simple frequencies were calculated to see the readiness for inclusive educational settings in general education schools of Abbottabad.

### **Results and Discussion**

**Table 3**  
**Frequency distribution of respondents according to their demographics**

<b>Sr.no</b>	<b>Variable</b>	<b>f</b>	<b>%</b>
1	School Sector		
	Public	134	48.4
	Private	137	49.5
2	Gender		
	Male	46	16.6
	Female	225	81.2
3	Age		
	Below 25	31	11.2
	25-35	128	46.2
	36-45	56	20.2
	46-55	39	14.1

	56 & above	17	6.1
4	Level of teaching		
	Primary	56	20.6
	Secondary	38	13.7
	Higher secondary	176	63.5
5	Years of experience		
	less than 2 years	35	12.6
	2-4	58	20.9
	5-7	65	23.5
	8 years & above	113	40.8

Table 3 reveals that data was collected from total 2 of 71 respondents of which 48.4% (136) were from public sector schools while 49.5% (137) respondents were from the private sector. According to gender, 16.6 % ( 46) respondents are male and 81.2 % (225) respondents were female. According to the age, 1,1.2% (31) respondents were below 25 years old, 46.2% (128) respondents were of 25 to 35 years of age, 20.2% (56) respondents were of 36 to 45 years old, 14.1% (39) were of 46 to 55 years old and on the other hand, 6.1%(17) respondents were 56 years & above. According to the level of teaching, 20.6 % ( 56) respondents were from the primary sector, 13.7 % ( 38) respondents were from the secondary sector and 63.5 % ( 176) respondents were from the higher secondary sector. And according to the last variable that is years of experience 12.6%(35) respondents had less than 2 years,20.9%(58) respondents had 2 to 4 years, 23.5% (65) respondents had 5 to 7 years and 40.8% (113) respondents had 8 years and above.

**Table 4**  
**“Are they (teachers) aware of inclusive education?”**

Sr.no	Response	f	%
1	No	162	59.8
2	Yes	109	40.2
	<b>Total</b>	<b>271</b>	<b>100.0</b>

Table 4 reveals the frequency distribution of responses of teachers about “are they aware of inclusive education”. Table 7 shows that the majority of the respondents 59.8 % are not aware of inclusive education and 40.2 % know about inclusive education.

**Table 5**  
**“Have you attended any training course related to inclusive education?”**

Sr.no	Response	f	%
1	Yes	47	17.3
2	No	224	82.7
	<b>Total</b>	<b>271</b>	<b>100.0</b>

Table 5 reveals the frequency distribution of responses of teachers about “have you attended any training course related to inclusive education”. The table shows the hat majority of the respondents 82.7 % responded in no and only 17.3 % said yes they have attended the training course related to inclusive education. The majority of teachers from 17.3 % who said yes are from the private sector.

**Table 6**  
**Did you get a chance to work with children with disabilities in an inclusive environment?**

Sr.no	Response	f	%
1	Yes	53	19.6
2	No	218	80.4
	<b>Total</b>	<b>271</b>	<b>100.0</b>

Table 6 reveals the frequency distribution of responses of teachers about “did you get a chance to work with children with disabilities in an inclusive environment”. There were defendants and there were table shows. 89.4 % responded in no and only 19.6 % said yes they did have a chance to work with children with disabilities.

**Table 7****Highlight the major component in which schools are ready for inclusive education**

Components of High Quality for Effective Inclusive Education	Mean
Management	1.7083
School environment	1.6850
Scheduling and participation	1.6033
Syllabus, instrument and evaluation	1.6780
Program planning and IEP mean progress	1.6050
Program implementation and assessment	1.7150
Individual student supports	1.6725
Family school partnerships	1.6033
Collaborative planning and teaching	1.6633
Professional development	1.6600
Planning for continued best practice improvement	1.6700

Table 7 highlights the major component in which schools are ready for inclusive education. The upper mean value of the component shows the major component in which schools are ready for inclusive education.

The major component in which schools are ready for inclusive education

As all the eleven best practice components for inclusive education are consisting of statements in numbers differently, therefore, the researcher after getting the mean values of all the statements within the components divided it with the total number of statements within each component. Table 7 reveals that the highest mean score is 1.7150 which shows that the major component in which school is ready for inclusive education is program implementation and assessment.

**Table 8****The member Responses about the Better Practices' Component 'Leadership'**

Leadership	Not yet	Partially	Substantially	Fully	Mean	SD
School's mission statement	66.8	9.2	8.9	14.8	1.71	1.132
Knowledge of the head teacher	66.8	8.5	8.9	15.9	1.74	1.152
The head teacher takes a proactive approach and provides resources to implement inclusion.	67.2	9.2	10.0	13.7	1.70	1.110
Head teachers, teachers, feedback, students, achievement, and advanced training were all present. Workshops for teachers.	69.0	5.9	10.0	15.1	1.71	1.148
Appropriate measures and Teachers are encouraged to advocate complete inclusion in the classroom.	72.0	4.4	5.5	18.1	1.70	1.188
Teachers with a positive attitude toward inclusive practices will get special rewards.	72.3	2.6	8.9	16.2	1.59	1.171

Table 8 reveals the implementation status of the best practice component leadership for inclusive education in the Abbottabad district. The upper mean value shows the higher status of implementation of the statement within the component, and the lower mean value shows the inferior status of implementation of the statement within the component. Statement 1, 66.8 % of The principle of inclusive education is not represented in the mission statement of the participants' schools. The attitude of the head teachers is connected to

statements regarding the inclusion of 2 to 6. The frequency of replies to statements 1 to 6 varies: 'totally' ranges from 13.7 percent to 18.1 percent, 'sufficiently' ranges from 0 percent to 11 percent, 'somewhat' ranges from 2.6 percent to 9.2 percent, and 'not yet' ranges from 66.8% to 72.3 percent. Factor Teachers are likewise hesitant to include leadership, as seen by the Leadership Average Value (1.71). Although the high frequency of not yet implies that the classroom is not yet ready for inclusive education, it does not mean that instructors are opposed to enrolment. This might be due to a lack of knowledge about their current research that backs up their claims.

**Table 9**  
**The Participants' Responses about the Component 'School Climate'**

School Climate	Not yet	Partially	substantially	Fully	Mean	SD
Appreciate diversity in classrooms	68.3	8.5	7.7	15.5	1.70	1.139
Positive approach towards all students in both academic and nonacademic settings.	70.8	4.8	7.4	17.0	1.70	1.174
Disabilities and related special needs are becoming more widely recognized.	73.8	1.8	6.3	18.1	1.69	1.196
Specialization knowledge and abilities are needed to execute comprehensive education..	72.7	4.1	8.5	14.8	1.65	1.134

Table 9 reveals the implementation status of the best practice component school climate for inclusive education in Abbottabad city. The upper mean value shows the higher status of implementation of the statement within the component, and the lower mean value shows the low status of implementation of the statement within the component. The frequency of responses to statements 1, 2, and 4 in the above table is not satisfactory. Because the frequency of responses (15.5% (fully), 7.7% (substantially), 8.5% (partially), and 68.3% (not yet) to statement 1 shows that the educational environment of the sample schools does not appreciate including children with diverse needs. Similarly, there was no positive link between all students with Statement 2 and the frequency of replies (17.9% (totally), 7.4% (adequate), 4.8 percent (partially), and 70.8 percent (not yet). Despite disability awareness, responses to statement 3 (73.8 percent (completely), 1.8 percent (sufficient), 6.3 percent (partially), and 18.1 percent ('not yet') were mixed. This is a really encouraging indicator. However, the absence of teacher training chances may account for 72.7 percent of statement 4 ('not yet') responses. In the table above, the average score for this factor. (1.196) denotes 'partial preparedness' for inclusive education, but not 'sufficiently' ready. In-service teacher training is strongly suggested for advancement in the literature.

**Table 10**  
**The Applicants' Responses about the Component 'Scheduling and Participation'**

Sr.no	Scheduling and Participation	Status of Implementation in Percentage				Mean	SD
		Not yet	Partially	Substantially	Fully		
1	Equal participation of children with special needs	74.2	5.5	7.0	13.3	1.59	1.088
2	Equal opportunities in nonacademic times	76.0	3.0	5.9	15.1	1.60	1.127
3	Equal opportunities to participate in academic activities	76.0	1.5	7.0	15.5	1.62	1.145

Table 10 reveals the best practice component scheduling and participation for inclusive education in Abbottabad city. The upper mean value shows the higher status of implementation of the statement within the component, and the lower mean value shows the low level of implementation within the element. The mean score (1.62) for this component in the above table shows a lack of readiness for inclusive education. However, it is essential to notice that there may be many reasons for a high response rate (74.2% to 76% ('not yet')) to statements 1, 2, and 3 in the above table. One of the reasons is that target schools do not give admissions to children with disabilities. Only two schools offer inclusive education. These schools charge a very high tuition fee compared to other schools included in this sample. The mean score (1.088) for this factor in the above table indicates not ready yet. 74.2% ('not yet') response rate to statement 1 in the above table shows that the teachers are not aware of the diverse needs of children with disabilities and, in their everyday practice, they do not adopt differentiated or innovative teaching strategies to enhance their students' learning. Adopting proper teaching tactics that are suited to individual requirements is critical for mainstream schools to promote holistic practises (Lewis and Norwich, 2001). The high answer rate of 76 percent ('not yet') for Statement 2 and 76 percent ('not yet') for Statement 3 is attributable to the fact that children with special needs are not allowed to attend the respondent's courses owing to school regulation. Admission of youngsters with a variety of special requirements.

**Table 11**  
**The Participants' Responses about the Component 'Curriculum, Instruction and Assessment'**

<b>Curriculum assessment and instruction</b>	<b>Not yet</b>	<b>Partially</b>	<b>Substantially</b>	<b>Fully</b>	<b>Mean</b>	<b>SD</b>
Adapting differentiated instructional materials and activities	70	6.3	8.5	15.1	1.69	1.139
Differentiated curriculum and related materials for assignments and homework	71.6	6.3	8.5	15.1	1.66	1.143
Encouraging participation And involvement in academic and nonacademic activities.	72.7	1.1	7.0	19.2	1.73	1.22
It should be formatted. The student's second understanding is next assessed..	74.9	1.1	5.5	18.5	1.68	1.20
Integration of cutting-edge technologies The pupils were all successful.	73.4	4.1	8.9	13.7	1.63	1.111

Table 11 reveals the best practice component curriculum, instruction, and assessment for inclusive education in Abbottabad city. The upper mean value shows the higher status of implementation of the statement within the component, and the lower mean value shows the low status of implementation of the statement within the component. In Table 4.8, the average score (1.63) for this category shows that 'not ready yet.' Table 5 reveals that 73.4 percent of teachers ('not yet') responded to State 5, suggesting that they are not ready for classroom technology. They do not have well-equipped technology. The pattern of technology usage in classrooms and the availability of technology in schools are two major aspects that require greater investigation and will be the focus of our future study. 'Adaptation of classrooms to individual needs' is viewed as a vital aspect of developing inclusive practices in mainstream schools to give a sense of equality for all students (Lewis and Norwich, 2001). However, the lack of children with impairments resulted in high response rates of 70% ('not yet') in State 1, 771.6 percent ('not yet) in State 2, and 72.7 percent ('not yet) in State 3. Is. Respondent courses because their schools have a policy of not accepting disabled pupils. Technology in the classroom is a highly beneficial and necessary part of complete schools.



**Table 12**  
**The Participants' Responses about the Component 'Program Planning and IEPs Development'**

<b>Program Planning and IEPs Development</b>	<b>Not yet</b>	<b>Partially</b>	<b>Substantially</b>	<b>Fully</b>	<b>Mean</b>	<b>SD</b>
(IEPs) for students with disabilities Behavior	74.9	4.8	5.5	14.8	1.60	1.114
support strategies and behavior intervention plan	74.2	3.3	9.6	12.90	1.61	1.099

Table 12 reveals the status of implementation of the best practice component Program planning and IEPs development for inclusive education in Abbottabad city. The upper mean value shows the higher status of implementation of the statement within the component, and the lower mean value shows the low status of implementation of the statement within the component. The average scores for this component are (1.60) and (1.61) 'no preparation,' according to Table 4.9. However, the answer rates of 74.9 percent and 74.2 percent ('not yet') in the table above might be used to make two conclusions: i) Due to May be, children with impairments are unable to attend their regular classes. Admissions Policies in Schools ii) Because the school's purpose statement does not include comprehensive education, as seen in Table 1, instructors feel less accountable for preparing IEPs for kids with special needs. Teachers in private schools that promote inclusive education respond 14.8 percent and 12.90 percent ('fully') of both statements.

**Table 13**  
**The Participants' Responses about the Component 'Program Implementation and Assessment'**

<b>Program execution and assessment</b>	<b>Not yet</b>	<b>Partially</b>	<b>Substantially</b>	<b>Fully</b>	<b>Mean</b>	<b>SD</b>
Diverse assessment plans are Used	72.7	1.1	5.5	20.7	1.74	1.244
Updated IEPs according to the student's progress.	72.3	3.3	7.0	17.3	1.69	1.183

Table 13 reveals the implementation status of the best practice component Program Implementation and Assessment for inclusive education in Abbottabad city. The upper mean value shows the higher status of implementation of the statement within the component, and the lower mean value shows the low status of implementation of the statement within the component. The frequency of the responses from statements 1 to 2 is 72.7 % & 72.3 (not yet) indicates that teachers are not using different assessment strategies or implementing IEPs according to students' progress. Teachers may feel less responsible for developing IEPs for students with special needs because of school enrollment policies; ii) Comprehensive education is not part of the school's mission statement, as shown in Table 1, so teachers feel less responsible for developing IEPs for students with special needs.

**Table 14**  
**The Participants' Responses about the Component 'Individual Student Supports'**

<b>Individual student support</b>	<b>Not yet</b>	<b>Partially</b>	<b>Substantially</b>	<b>Fully</b>	<b>Mean</b>	<b>SD</b>
Modification of class activities	73.4	4.1	7.7	14.8	1.74	1.227
All students will receive one-on-one assistance..	71.6	3.0	6.3	19.2	1.73	1.216
With the most up-to-date research suggestions and worldwide activities,	73.4	4.1	7.7	14.8	1.64	1.130
Disabled children's classrooms and school buildings are built to fit their requirements.	76.0	1.8	10.3	11.8	1.58	1.078

Table 14 reveals the implementation status of the best practice component, Individual Student Support for inclusive education in Abbottabad city. The upper mean value shows the higher status of implementation of the statement within the component, and the lower mean value shows the low status of implementation of the statement within the component. Due to the reasons mentioned above, the frequency of responses for the statement from 1 to 4 is 73.4 %, 71.6%, 73.4%, and 76.0% is not yet. The student does not receive individual help, as indicated by the average score (0.25) for this factor in the table above. Table 8 shows that a 0.07 average score for this indicator predicts a reduction in family school attendance. The responses of the participants to the statement 4 in the above table are 76.0 % (not yet), 1.8 % (partially), 10.3% (substantially), and 11.8% (fully) indicate that school buildings are not disability friendly. Respondents who responded 11.8% are from private sector schools that give admissions to the children with a disability but still lacking in making the building accessible for children with diverse needs.

**Table 15**  
**The Participants’ Responses about the Component ‘Family-School Partnerships’**

Family-school partnership	Not yet	Partially	Substantially	Fully	Mean	SD
Active involvement in school planning and inclusion initiatives.	74.9	2.6	7.0	15.5	1.63	1.144
Jointly workshops on inclusive education.	77.9	1.1	7.4	13.7	1.57	1.103
Research-based educational practices	75.6	1.5	8.9	14.0	1.61	1.123

Average scores of 1.63, 1.57, and 1.61 in the table show a lack of family-school collaboration. In the table above, the responses to assertions 1 (74.9 percent ('not yet'), 2 (77.9% (not yet)), and 3 (75.6 percent (not yet)) are not promising.

**Table 16**  
**The Participants’ Responses about the Component ‘Collaborative Planning and Teaching’**

<b>Collaborative planning and teaching</b>	<b>Not yet</b>	<b>Partially</b>	<b>Substantially</b>	<b>Fully</b>	<b>Mean</b>	<b>SD</b>
Well defined roles, responsibilities and associated skill level of all teachers and related services personnel	73.1	3.0	10.0	14.0	1.65	1.128
A collaborative approach to plan inclusion.	74.9	3.7	6.6	14.8	1.61	1.123
Knowledge sharing approach in sharing lesson plans and experiences	72.0	2.2	7.0	18.8	1.73	1.214

Table 16 reveals the status of implementation of the best practice component Collaborative Planning and Teaching for inclusive education in Abbottabad city. The upper mean value shows the higher level of performance of the statement within the element, and the lower mean value shows the low status of implementation of the statement within the component. Mean score (1.65), (1.61), and 1.73 for statements from 1 to 3 above table 4.13 shows that participants are not practicing collaborative planning and teaching. The frequency of responses (14.0% (fully), 14.8% (fully), 18.8% (entirely) to the statement 1 to 3 in the above table indicate that the practice of providing information about teachers’ roles, responsibilities, and required skills to teach and support all students including disabled

children is not available written form. But such little evidence is still encouraging. This could be evidence of openness, trust, and collaboration among teachers. Honesty, confidence, and cooperation (Nevin et al. 1994; Singh, 2004) are necessary for an inclusive culture. It means a majority of the teachers support inclusive education.

**Table 17**  
**The Participants’ Responses about the Component ‘Professional Development’**

<b>Professional development</b>	<b>Not yet</b>	<b>Partially</b>	<b>Substantially</b>	<b>Fully</b>	<b>Mean</b>	<b>SD</b>
Advocacy campaigns increase public awareness, knowledge, and other factors. In comprehensive classrooms, adoption was the best approach.	73.1	2.6	6.6	17.7	1.09	1.189
Teacher education for in-service teachers to learn about inclusive education	74.5	1.5	9.2	14.8	1.64	1.142
In-service teacher training is customized to fit the requirements of individual instructors.	73.8	2.6	8.1	15.5	1.65	1.151

Table 17 reveals the implementation status of the best practice component Professional Development for inclusive education in Abbottabad city. The participants' replies to points 1, 2, and 3 above reveal a lack of training sessions. Professional growth is incomplete without service training. Therefore, training opportunities should be provided to the teachers of general education setup.

**Table 18**  
**The Members’ Replies about the Component ‘Planning for Continued Best Practice Improvement’**

<b>Planning for Continued Best Practice Improvement</b>	<b>Not yet</b>	<b>Partially</b>	<b>Substantially</b>	<b>Fully</b>	<b>Mean</b>	<b>SD</b>
The best practice-based service for comprehensive education and review was putting the school's rational strategic plan into action.	75.3	.7	9.6	2.2	1.63	1.137
The strategy plan for the school is still being worked on by school employees, teachers, printers, and other stakeholders.	73.4	2.2	4.4	19.9	1.71	1.223

Table 18 reveals the status of implementation of the best practice component In Abbottabad, there is a strategy for continued best practice improvement in inclusive education.. The upper mean value shows the higher status of implementation of the statement within the component and the lower mean value shows the low status of implementation of the statement within the component. Frequency of the responses for statement 1 to 2 are 75.3% & 73.4% (fully) is discouraging. 2.2% (fully) for statement 1 for the above table indicates schools are not developing the strategy plan for implementing best-practice-based inclusive education services

## **Conclusion**

The study aimed to see the readiness of public and private school teachers regarding inclusive education in general education schools. The study highlighted that for successful implementation of inclusive education, the capacity of present teachers needs to enhance on disability issues, like types of disabilities, unique teaching methodologies, sign language, etc. After careful analysis of quantitative data, it can be said that both public and private teachers are not ready for the inclusion of exceptional children in public school settings. The majority of the school teachers do not know the term inclusive education. Findings show that schools do not run advocacy campaigns to promote inclusive education within the community; Similarly, in-service teacher training to learn about inclusive education is not offered to instructors. School's strategic plans are not shared with school staff, teachers, parents, and other stakeholders regarding inclusive education. On the other hand, parents are not involved in school planning or inclusion activities.

Although the study reveals some discouraging results, it does not mean that the school teachers of traditional schools are against inclusive education. During the questionnaire distribution among teachers, almost all the teachers demonstrated a positive attitude towards inclusive education after having a brief description of the concept of inclusive education from the researcher. However, they demanded that the government provide more in-service training pieces. They also recommended that this training be delivered at their schools where the whole staff can learn. This approach will develop a common platform for the school management and teachers. The experts should also practically demonstrate how to work with children with disabilities. Such training will build their confidence. Giving training to just one person from each school could not produce the required results as one person cannot bring change. Providing training to the whole school will get them on one pace.

The teachers have the capability and strength to implement inclusive education if inclusion is delivered effectively. In addition, successful implementation of inclusive education needs trained professionals on special needs with the mentality of supporting the disabled and have taken courses designed in that manner. Again, the class teacher must be imaginative, flexible, and creative to provide inclusive education. However, regular instructors are asked to teach special needs pupils in other schools without training or administrative support. Teachers who do not have enough previous knowledge in special education are technically at a loss. Teachers should be trained and aware of global inclusive education activities in general classrooms. As a result, developing an inclusive educational policy, curriculum, and teacher training programs must focus on ensuring that inclusive education is effective and beneficial to targeted populations (Dagnew, 2013).

## **Recommendation**

The study recommends the implementation of Inclusive education must be effective, and the government should arrange in-services training programs for teaching and non-teaching staff to update their knowledge and skills and teach a positive attitude toward an inclusive environment. The government may organize seminars, awareness sessions, and workshops on Inclusive education to create positive perceptions, particularly in policymakers. The capacity of the teachers needs to be enhanced on disabilities, innovative teaching methodologies, Braille, jaws software, communication skills, and sign language. It's also recommended that Prevailing educational policies and practices be improved to provide equal opportunities to children with disabilities in regular school, i.e., Education policies, school administration, facilities, and support services, curriculum, admissions policies, and access to school construction, as well as assessment systems, are all evaluated. Schools should launch advocacy efforts to raise awareness, understanding, and best practices in comprehensive classrooms.

## References

- Ainscow, M., & Sandill, A. (2010). Developing inclusive education systems: The role of organisational cultures and leadership. *International journal of inclusive education, 14*(4), 401-416.
- Armstrong, F., Armstrong, D., & Barton, L. (2016). *Inclusive education: Policy, contexts and comparative perspectives*. Routledge.
- Bentley-Williams, R., & Morgan, J. (2013). Inclusive education: pre-service teachers' reflexive learning on diversity and their challenging role. *Asia-Pacific journal of teacher education, 41*(2), 173-185.
- Biktagirova, G. F., & Khitryuk, V. V. (2016). Formation of future pre-school teachers' readiness to work in the conditions of educational inclusion.
- Boyle, C., Topping, K., & Jindal-Snape, D. (2013). Teachers' attitudes towards inclusion in high schools. *Teachers and Teaching, 19*(5), 527-542.
- Čagran, B., & Schmidt, M. (2011). Attitudes of Slovene teachers towards the inclusion of pupils with different types of special needs in primary school. *Educational studies, 37*(2), 171-195.
- Cassady, J. M. (2011). Teachers' attitudes toward the inclusion of students with autism and emotional behavioral disorder. *Electronic Journal for Inclusive Education, 2*(7), 5.
- Chhabra, S., Srivastava, R., & Srivastava, I. (2010). Inclusive education in Botswana: The perceptions of school teachers. *Journal of Disability Policy Studies, 20*(4), 219-228.
- De Boer, A., Pijl, S. J., & Minnaert, A. (2011). Regular primary schoolteachers' attitudes towards inclusive education: A review of the literature. *International journal of inclusive education, 15*(3), 331-353.
- Eckert, R. C., & Rowley, A. J. (2013). Audism: A theory and practice of audiocentric privilege. *Humanity & Society, 37*(2), 101-130.
- Fazal, R. (2012). Readiness for inclusion in Pakistani schools: Perceptions of school administrators. *International Journal of Social Science & Education, 2*(4), 825-832.
- Forlin, C., & Chambers, D. (2011). Teacher preparation for inclusive education: Increasing knowledge but raising concerns. *Asia-Pacific Journal of teacher education, 39*(1), 17-32.
- Fuchs, W. W. (2010). Examining Teachers' Perceived Barriers Associated with Inclusion. *SRATE journal, 19*(1), 30-35.
- Gadotti, M. (2010). Reorienting education practices towards sustainability. *Journal of education for sustainable development, 4*(2), 203-211.
- Gal, E., Schreur, N., & Engel-Yeger, B. (2010). Inclusion of Children with Disabilities: Teachers' Attitudes and Requirements for Environmental Accommodations. *International journal of special education, 25*(2), 89-99.
- Gyamfi, B. A. (2021). Towards an inclusive teaching: Examining educator's skills in identifying children with special needs in inclusive classroom in Adansi North District, Ghana. *Journal of Education, Curriculum and Teaching Studies, 2*(1).
- Harvey, M. W., Yssel, N., Bauserman, A. D., & Merbler, J. B. (2010). Preservice teacher preparation for inclusion: An exploration of higher education teacher-training institutions. *Remedial and Special Education, 31*(1), 24-33.

- Liasidou, A. (2012). Inclusive education and critical pedagogy at the intersections of disability, race, gender and class. *Journal for Critical Education Policy Studies (JCEPS)*, 10(1).
- MacFarlane, K., & Woolfson, L. M. (2013). Teacher attitudes and behavior toward the inclusion of children with social, emotional and behavioral difficulties in mainstream schools: An application of the theory of planned behavior. *Teaching and teacher education*, 29, 46-52.
- Malinen, O. P., Savolainen, H., & Xu, J. (2012). Beijing in-service teachers' self-efficacy and attitudes towards inclusive education. *Teaching and Teacher Education*, 28(4), 526-534.
- Pasha, S. (2012). Readiness of Urban Primary Schools for Inclusive Education in Pakistan. *Journal of Research & Reflections in Education (JRRE)*, 6(2).
- Shareefa, M. (2014). *Institutional and professional readiness for inclusive education: perceptions of the teachers in schools of Hithadhoo, Addu atoll, Republic of Maldives* (Doctoral dissertation, Faculty of Education, Maldives National University).
- Sharma, U., Forlin, C., Deppeler, J., & Yang, G. X. (2013). Reforming teacher education for inclusion in developing countries in the Asia Pacific region. *Asian Journal of Inclusive Education*, 1(1), 3-16.
- Srivastava, M., De Boer, A., & Pijl, S. J. (2015). Inclusive education in developing countries: A closer look at its implementation in the last 10 years. *Educational Review*, 67(2), 179-195.
- Wexler, A. J. (2016). Re-imagining inclusion/exclusion: Unpacking assumptions and contradictions in arts and special education from a critical disability studies perspective. *Journal of Social Theory in Art Education*, 36(1), 5.