

This also raises the question of reliability of data. Surveys are saying something different from focus group interviews.

that assessment of students' learning is done in similar ways as with regular students. As reported by the participants, they give exactly ^{the} same test papers or same assessment methods to all students, and the results are also reported using similar strategies. This clearly shows the need for change in assessment methods to care to the needs of those students with "special needs".

et al.
Nonetheless, according to Allbritten, Mainzer, and Ziegler (2004), with regard to performance assessment, students with disabilities to be tested at the grade level of their age mates is not necessarily appropriate as grade-level testing does not accurately reflect student progress and achievement of all students. Their recommendation was to use pre-test to post-test improvement method to measure the learning progress of students with disabilities. They articulated that these methods are more appropriate than single-standard tests. Further, according to Beech (2010), adaptations of curriculum tasks would reduce the length or complexity of the practice or test items and make assignments or test items more accessible to students with special needs.

5.3.4 Individual student support

Individual student support is one of the school readiness factors of inclusive education. Just like other factors, teachers' support given to individual students also has achieved highest agreements from the participants of the survey. Apparently, a large number of the teachers participated in the survey noted that individual support is lent to SEN students in their respective classes. Likewise, teachers of the focus group interview also confirmed that the support is given to those who are in need. ^{these findings conclusion} This resonates with the argument made by Mthembu (2009) that individual support given to students is a key factor in moving towards inclusion.

Data obtained from the survey revealed that, to render assistance to students, teachers ^{should} ensure that alternative methods are used where it is determined that a student's goal cannot be effectively addressed within an existing class activity. Specifically, more than 70% of teachers agreed with this statement. In parallel to this, ^{what? the number} nearly same amount of teachers said that as needed, teachers use a variety of technology to ensure meaningful participation of all students in instructional activities.

According to Broderick, et al. (2012), collaboration inside the general education classroom can become an important medium for differentiation and support. Broderick and his team articulate that teachers, along with those who support them in the classroom, need to collaborate with other stakeholders to ensure that all students are truly integrated, valued, and become effective members

Referent not clear.
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Not true.
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of the classroom community. Providing individual student supports include additional teaching and care supports, visiting teacher service, early intervention, assistive technology, special transport scheme, specialist equipment, school building adaptations, enhanced levels of capitation grants, and the extended school year scheme (NCSE, 2013). ✓

Nevertheless, ^{what?} comparatively a less percentage of teachers (44%) agreed that their school management members and teachers have ^h knowledge of writing IEPs for students with special needs. Similar to ^{this}, more than half of the teachers (53%) do ^{not} agree that the school management members and teachers are knowledgeable about types of disabilities and theories of inclusive education. Apparently, ^{As} highlighted in the above paragraphs too, school leadership need ^s to increase their effort in providing pedagogical support for teachers, especially on writing and evaluating IEPs. Hence, it can be understood that if teachers do not have a proper understanding on planning an individualized instruction task, they cannot give their full support to ^{students} individuals. Similar finding is reported by Pasha (2012), who did an empirical study to understand the readiness of urban primary schools for inclusive education in Pakistan. ✓

According to the literature ^{findings}, knowledge about substantial concepts like students' IEP and types of disabilities are crucial for educators working in the field of inclusive education. According to Fisher, ^{et al.} Frey and Thousand (2003), understanding of the IEP, and a comprehension of the curriculum and its standards are among essential knowledge ^{which} is necessary for successful implementation inclusive education. ^{As} they have noted, these continuous practices ^{such as} interdisciplinary teams developing IEP promote success by helping students with disabilities to meet both academic and behavioural expectations in their schools. Moreover, Eason and Whitbread (2006) noted that all students who receive special education services must have an IEP, for "the IEP is an individualized document, written for each student, memorializing the educational program that is designed to meet each child's unique needs" (p.25). ^{Full stop}

Additionally, as highlighted ^{in the findings} from the study, relatively less teachers agreed that management members and teachers of the schools have sufficient knowledge about disability types and theories related to special education. Yet, literature emphasizes the crucial role of acquiring knowledge on disabilities. For instance, Pivik, ^{et al.} Mccomas, and Laflamme (2002) stressed the importance stating ^{which} that all teachers having knowledge and awareness about various types of disabilities would greatly facilitate a more equitable learning environment. Likewise, Pivik and the team suggested to

On page 20, you quoted the same sentence. In this discussion chapter, there is much repetition of previous content.

UNICEF (2011)
will do. Title
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involve teachers and parents in the effort of promoting awareness on disabilities. Further, as explained on UNICEF (2011)'s guideline on "The right of children with disabilities to education: A rights-based approach to inclusive education in the CEECIS Region", knowledge about disability is very important, as it can be understood very differently across different communities and cultures. As given ⁱⁿ the guideline, the knowledge is required in order to pursue a coherent approach to addressing inclusive education for children with disabilities.

5.3.5 Teacher attitude

Teacher attitude is also one of the school readiness factors for inclusive education. Given that regular teachers are the most important service providers in teaching students with special needs in the inclusive classroom, their attitude towards inclusion is a contributing factor to its success or failure (Kern, 2006). For this reason, there is rich literature relating teachers' attitudes to effective inclusive education in various contexts. For instance, after an empirical investigation, Barco (2007) concluded that teachers' attitudes and beliefs toward inclusive practices impact school learning environments and equal learning opportunities for students with various needs. Further, Mthembu (2009) delineates that the success of inclusionary programs very much depends on the attitudes of the educators who are involved in the program. Kern (2006) also concluded that teachers who support and have faith in the concept of inclusion can provide special education students with confidence and a comfortable learning environment. Moreover, teachers with a positive approach towards meeting a variety of learners is an encouraging indicator for teachers' readiness towards inclusive education (Pasha, 2012).

In congruent with the above, ^{findings} the results of this study show that teachers of the schools selected for the study hold ^a relatively ^a positive attitude towards inclusive education. According to the results of the survey as well as the focus group interview, teachers depicted a positive and encouraging view regarding teaching students with special needs together with mainstream students. These teachers agree that students with special needs benefit when they are taught in general classroom settings. Specifically, 85% of teachers ^{noted} believe that all efforts should be made to educate students who have special needs in regular classrooms. Further, nearly ^{the} same number of teachers ^{said} illustrated that they are willing to make the changes required in their classroom setting to help ⁱⁿ integrating students with special needs. Likewise, these teachers are also willing to help other teachers with issues which may arise when students with special needs are in their classrooms. These findings are

See previous comment on such lists Page 65

consistent with many research studies done to identify teachers' attitudes towards inclusive education (see Fazal, (2012), Khan (2011), Anwer & Sulman (2012), Kern (2006), Ali, Mustapha and Jelas (2006). *et al.* *and* *not value laden words*)

Despite the above confirmatory statements from teachers, there are certain interesting points that need to be highlighted from the findings of the study. In that regard, one of the statements on the survey questionnaire was to *find out* explain their views about the support received from their school management when faced with challenges presented by students with various disabilities. Only half of the participants *indicated* show agreement that enough support *was* is given to teachers. Thomas James Walker (2012) discovered that the school principal's support in the form of *emotional, instrumental, and informational* support, and professional development had a positive impact on teachers' attitudes toward including students with special needs. Walker reiterates that the school principal's support works as a key element of how teachers view including students with disabilities in their classrooms. ✓

Ref error! →

Subsequently, in spite of the fact that teachers portrayed a positive attitude, their answers for the open ended questions given *for* on the survey questionnaire reveal *an* a noteworthy issue about the provision of inclusivity in schools. The findings show that (despite their positive approach), 77% of them *said/stated* believed that with regard to the current situation of schools, the ideal way to teach students with special needs is segregating them from regular students. Though they believe *is* that inclusivity works effectively for SEN students, their thinking *was* is that separating severe SEN students works even more effectively than keeping them in the mainstream classes in the current circumstances of schools. *And they have* presented various justifications for their stand on this issue. Some of them included *x* lack of essential facilities and resources, not all teachers have *the* knowledge and skills needed for inclusivity, time limitations, as well as affecting the self-esteem of these students. ✓

Numerous studies on teachers' attitudes toward inclusion echo the need for training and resources for teachers (see Hemmings & Woodcock (2011); Naseer (2012), Khan (2011), Rahamn & Dean (2012), UNESCO (2011). After an empirical study done on identifying teachers' perceptions towards inclusive education by Ali, Mustapha and Jelas (2006), *et al.* they asserted that inclusive education programmes cannot be successfully implemented if teachers' competency is not increased. Thus, they recommended *to* provide *ing* opportunities for teachers to attend courses or trainings that are related to *the* inclusive education. In fact, *this is* vital for those who lack exposure

Such pd activities are

Use APA format (Hemmings & Woodcock, 2011; ...)

as advocated recommended noted by proposed endorsed Anwer & Sulman (2012).

and training in special education. Hence, in order to improve their attitude and skills in working with students with disabilities, teachers must have the opportunity to get themselves intensive training programs (Anwer and Sulman, 2012).

5.3.6 Knowledge and skills

always used words in their normal sense in thesis.

Just like teacher attitude, knowledge and skills are important factors necessary for inclusive education. As teaching is a tough and demanding job, knowledge, skills, and experiences are essential to achieve success in the profession. Teachers who work with SEN students are not exceptional from this.

It is clear from past research that teachers' personal knowledge and skills are important as they play a crucial role in instructional delivery (Kuyini & Mangope, 2011). Fundamental knowledge and skills needed for a teacher of SEN students include, understanding needs and abilities of children with special needs and pedagogic skills such as instructional accommodation and activity differentiation (Nguyet & Ha, 2010). Moreover, teachers are required to have knowledge regarding the methods for development and implementation of individualized education programs and possess the skills for collaborating with other stakeholders (Sucuoğlu, et al., 2013).

The overall findings of the study show that, 'knowledge and skills' has received disparate results than other factors of the school readiness indicators. For instance, most teachers do not agree that they have sufficient knowledge and skills required to teach in an inclusive setting. Likewise, nearly half of the participants of the survey disclosed that they do not have sufficient knowledge about various types of disabilities a child could have. They also have shown lack of understanding regarding the use of IEP for students with special needs. Only 35% of teachers agreed that student IEP goals are addressed in academic and non-academic activities in their respective schools. This is consistent with Geldenhuys and Pieterse (2005)'s findings reported on the study done in South Africa regarding providing inclusive education. Similar findings were observed by Rahaman and Sutherland (2012) too.

findings Not in Reference list.

According to Mthembu (2009), successful implementation of inclusive education requires educators to have the necessary knowledge, skills, and competencies to accommodate a wide range of diversity among learners in an inclusive classroom. Apparently, if the level of the teachers'

competency is increased, the inclusive education programme could be successfully implemented (Ali, Mustapha & Jetas, 2006). ✓

The study findings show that majority of the teachers are not been adequately trained to teach children with disabilities. All the participants have general teaching qualifications from Certificate level to Masters, but only 30.5% of them have got any trainings on special education. And among those who had the trainings, almost all of them have had only short term professional development trainings. Yet, Kapinga (2014) stresses the importance of trainings by stating that, "the success of inclusive education rests on quality teacher preparation gearing towards inclusive education. How teachers are prepared is intrinsically linked to the quality of education provided in the schools" (p.2).

Rice (2010) noted that experience gained over a period of time, enhances the knowledge, skills, and productivity of teachers. Congruently, majority of the teachers participated in the study have more than 6 years of experience working as a teacher. And their experiences in the profession also might have worked as a contributing factor for the sheer amount of knowledge and skills they manifest regarding teaching SEN students. ✓

However, even though many teachers stated that they are not adequately trained to teach children with disabilities, teachers confirm that to some extent they have knowledge and skills needed to teach these students. This finding shows that despite the lack of proper training on inclusive education, teachers' self-efficacy regarding provision of inclusive education is high. Yet, more training is needed to upgrade their knowledge on SEN children and inclusive practices to enhance the learning experiences of special children. ✓

As the results from the analysis show, even though the number is relatively less, majority of teachers have agreed with the statements given on the survey questionnaire which are related to the knowledge and skills of teachers. Hence, in overall it could be said that to some extent teachers are ready for inclusive education in terms of these areas. ✓

5.3.7 Challenges for inclusive education

Dealing with individual differences or diversity in the classroom can be full of challenges. Literature states that teachers all over the world experience difficulties at different levels when trying to implement inclusive education (Spies, 2013). According to Khan (2011), challenges faced

by developing countries in implementing inclusive education include; a lack of relevant research information, inadequate support services, lack of appropriate facilities and materials, inadequate training programs and ineffective policies and legislation.

The findings of the present study also revealed some of the remarkable challenges and complexities teachers face when attempting to implement inclusive practices in the schools selected for the study. In that regard, when both quantitative and qualitative analysis of the study is combined, there are five different types of major challenges emerged, and these challenges are considered as grave barriers of impediment for successful inclusivity. Those five major challenges are:

- Teachers lacking knowledge and skills,
- Lack of facilities in schools,
- Lack of awareness among all stakeholders,
- Curriculum difficulties, and
- Time limitations.

As shown from the study, the most significant challenging barrier for the teachers is lack of knowledge and skills. As teachers reiterated, they lack knowledge about various disability types, ways of helping the students and parents, catering their needs and in delivering effective lessons. Teachers also expressed that they lack necessary skills on various issues like, managing SEN students together with regular students, conducting effective differentiated lessons for them, managing the time effectively, and giving exposure to a wide variety of challenging activities etc.

According to a report published by European Agency for Development in Special Needs Education (2003), "teachers need a repertoire of skills, expertise, knowledge, pedagogical approaches, adequate teaching methods and materials and time if they are to address diversity effectively within their classrooms" (p. 4). After an empirical study done to investigate the preparedness of educators for inclusive education, Naicker (2008) reported that teachers' lack of knowledge, skills and experience of exceptional learners and mainstreaming has an impact on classroom teachers' attitudes. Thus, the researcher recommended educators to provide in-depth knowledge of the philosophy of inclusion and the need for teachers to develop the commitment required to accommodate SEN students in the mainstream classes through the means of pre-service and in-

service trainings. Further, Avramidis, Bayliss, and Burden (2000) also emphasised the importance of improving knowledge and skills (competencies) through the training programmes. ✓

According to most of the teachers of this study, lack of resources or facilities is also among the significant challenges. Teachers voiced that schools do not have sufficient resources, starting from the classroom materials to overall school infrastructure which ^{are} is necessary for students with special needs. As teachers confirmed, SEN students with physical disabilities cannot get accessibility to important places in almost all the schools. Likewise, teachers do not have adequate teaching aids or resources needed for differentiated teaching. Nevertheless, ^{are} ^{same previous} in many of the research findings,

lacking adequate resources is a common barrier for inclusivity (see Khan (2011), Kern (2006), Walker 2012), Hemmings (2011), Barco (2007), Fazal (2012), Mthembu (2009), Anwer & Sulman (2012), Spies (2013), Ainscow (2004)). However, McGhie-Rihmond ^x et al. (2013) found that, for teachers who have an optimistic perception about their skills and who are confident in implementing inclusive education, resources become less of an issue. ^{Cited before? Check!}

According to the findings of the study, lack of awareness among important stakeholders is also identified as a major challenge for inclusive practices. These important stakeholders include school management members, parents, and normal students of the mainstream classes. Participants delineated that parents' awareness is also an obstacle when it comes to implement ^{ing} inclusivity. As mentioned by the teachers, it is difficult to convince parents of SEN students that those kids are worth special ^{effort?} needs. Moreover, some parents of normal students do not agree to accommodate

SEN students in the mainstream classes. In addition to these, awareness and general understanding of normal students is also considered as a barrier for inclusivity. Teachers raised the issue that students with special needs are not being accepted by the regular students in the class, ^{resulting} causing those SEN students feeling ^{isolated} left out with low self-efficacy.

^{of SEN students among} In consistent ^{eff?} with the above, ^{findings} after an empirical study, Fazal (2012) found awareness of parents as a hindrance for inclusive education. She described that non-cooperative behaviour of the parents of disabled children especially parents with low level of education is a challenge to teachers. "The attitude of the parents disturbs the children and makes them non-responsible" (Fazal, 2012, p.829). Likewise, according to Broderick ^x et al. (2012) teachers' attitudes and approaches towards inclusivity in the classroom can affect mainstream [?] students' awareness to a great extent. As Broderick and the ^{colleagues} team states, to overcome the maltreatment of other students towards SEN

students, teachers can incorporate teaching about diversity (race, class, ethnicity, ability, etc.). Teachers can make these ^{topics} elements as an integral part of the curriculum so that a warm and supportive learning community can be established.

In addition to the above, as stated by Fisher, ^{et al} Frey and Thousand (2003), to implement successful inclusivity, a collaborative effort of all educators, including school leaders, and related services professionals is fundamental. The administrators or management members need to support teachers by modelling collaboration across all activities conducted in the school. In the same manner, SEN students must be given equal opportunities as regular students. Students with special needs have to be treated equally with equal opportunities in school activities, taking into consideration the ability and needs of their individuality (Barco, 2007).

Teachers of the study also expressed curricular ^{related} difficulties they encounter when attempting to implement inclusive practices. As teachers reported, the compatibility and rigidity in following the curriculum, as well as ⁱⁿ creating a uniform assessment criteria are major barriers for inclusivity. Likewise, planning and preparations to cater ^{for} a variety of needs ^{are} also remarked by many teachers. With regard to the above, Jackson, Ryndak, & Wehmeyer (2009) asserted that for a single teacher, delivering ^{an} multi-content curriculum simultaneously for a variety of learners is not practical in terms of human resources and time. It has to be remarked that all students in a classroom will not obtain the same level of knowledge or understanding, for all learners learn differently and at different rates (Naicker, 2008). However, with necessary support and individualised modification, it can be possible (Avramidis, Bayliss, & Burden, 2000).

Time limitations ^{is} identified as a barrier by many teachers who participated in this study. According to these teachers, to cater ^{for} the diverse needs of the students, they need to spend lots of time in planning and preparing for the lessons. According to the teachers, those students need exposure to a wide variety of challenging tasks, and teachers need to set activities that would keep the students attentive and engaged throughout the lessons. Moreover, within the short time period, often curricular goals set for the lessons cannot be implemented.

The above ^{results} discussion on time constraints is consistent with other findings. For instance, Kern (2006), stated that though teachers supported the concept of inclusion, they ^{did} not believe that they had sufficient time to prepare and implement inclusive activities in mainstream classes. Moreover,

findings from Walker (2012)'s study also reveal that time constraints is a primary concern for teachers to adequately plan for SEN students in their mainstream classes. ✓

^{a orb?}
^{are presented above.}
The above paragraphs have presented some major challenges reported by the participants of the study. Hence, ^I it is evident that although teachers and schools show readiness in moving towards inclusive education, they have salient obstacles that would hinder the success of inclusivity within their respective schools. Yet, when teachers and school leaders take on the challenge of making their classrooms and schools more inclusive, they become more skillful and better practitioners (UNESCO, 2001). ✓

5.4 Limitations of the Study

~~It has to be highlighted that~~ the findings of this research should be interpreted with regard to several limitations. The following are some of these limitations ~~recognised from the study.~~

- There is ^N high possibility that some questions of the investigation might not have been answered by the participants truthfully. Participants might have not revealed the truth about their views, and they might have felt intimidated for a possible identification, even though anonymity was assured. ✓
- Although teachers who took part in the survey were asked to fill in the questionnaire confidently, there is ^{at} chance that teachers could have discussed the questions with others and arrived a common response.
- It can also be ^{at} presumed that some of the teachers who completed the survey questionnaires might have not understood the questions clearly. As the questionnaire was written in English language, teachers might have found some of the terms ambiguous, and hence they might have not comprehended the questionnaire explicitly.
- When filling the survey questions, there is ^a possibility that teachers gave the answers which they felt ^{were} correct rather than offering their personal beliefs and experiences.
- Because ^{at} of the heavy workloads of teachers, they might have answered the survey questionnaire in haste, ^{without much thought.}

The above limitations might have affected the validity and reliability of the finding of the study to some extent. However, while recognizing these limitations, I believe this would help to provide

Two other issues:

- ① You have used an instrument developed for other ^{study} countries. The questions address issues in those countries. The construct validity of questionnaire is an issue. They responded to questions only asked.
- ② The data is not disaggregated by age or education. Presumably these would show patterns.