JOURNAL OF SOCIAL RESEARCH DEVELOPMENT

THE CHALLENGES CONFRONTED BY DIFFERENTLY-ABLED STUDENTS IN INCLUSIVE SYSTEM OF EDUCATION AT HIGHER LEVEL

Ayesha Altaf[1], Uzma Munawar[2] & Hina Munir[3]

[1]M.Phil. Scholar, Department of Education, Women University Multan, Punjab, Pakistan
[2]Assistant Professor, Department of Education, Women University Multan, Pakistan
[3]Assistant Professor, Department of Education, Women University Multan, Pakistan

KEYWORDS	ABSTRACT
Challenges, Differently-Abled, Inclusive Education	The present study aimed to examine the challenges faced by differently-abled students in inclusive system of education at higher level. The sample size was 53 differently-abled students of three universities. Mode of data collection was survey to get responses from differently-abled students by questionnaire comprised 17 items. The first area of questionnaire explores attitudinal problems, the second area explore lack of facilities and third area of questionnaire explore the educational problems. Data from replies were entered into the statistical tool (SPSS) to examine challenges faced by students with disabilities in the inclusive higher education systems. For this purpose, statistical methods like mathematical mean, frequency, percent, standard deviation, crosstabs and Chi-Square were used. All participant agreed to give information about attitudinal problems, lack of facilities & educational problem faced by differently-abled students of universities. The result suggested that in order to support or accommodate the students with the differently-abled needs, the government and higher education institutions must create specific funding for special students to meet their educational requirements.
ARTICLE HISTORY	
	2023 Journal of Social Research Development
Correspondence	Ayesha Altaf
Email:	ayshaaltaf267@gmail.com
DOI	https://doi.org/10.53664/JSRD/04-04-2023-13-794-802

INTRODUCTION

Whatever the child's background or aptitude, an equal education is one that guarantees them the chance to learn the fundamental skills required for gainful employment (Allam & Martin, 2021). In this linking, regardless of the age, gender, color, socioeconomic status, bodily capability, otherwise impairment, education is vital for everyone (Kristin, Uthus & Løhre, 2023). The inclusive education aims to offer equal opportunities for all the students, regardless of their abilities, several obstacles

may still impede full participation & success of differently-abled students (Qvortrup & Qvortrup, 2018). Throughout the past twenty years, there has been a rise in interest in inclusive education. The integration of these youngster who would often be sent to the special institute, has been encouraged during this time by researchers who have conducted a significant amount of research on differently-abled persons and their successful functioning in society (Rayner 2007). Therefore, they give up about social, radical, and financial rewards, for example the true to a totally free training. They forfeit some social, political, and economic assistances as a result, including the right to a free, top-notch education. A free and adequate public education (FAPE) in the least restrictive environment for each student was required by the Individuals with Disabilities Education Act (IDEA) of 2004 (Clark, 2016).

In this drive, one method that universities can satisfy the requirements of IDEA for the FAPE is by implementing inclusion programs (Clark, 2016). A chronic physical or mental ailment that makes it difficult for someone to perform daily tasks is what is known as a disability. Likewise, the physical barriers in infrastructure and facilities can hinder movement of students with mobility impairments (Vaz, Wilson, Falkmer, Sim, Scott, Cordier &Falkmer, 2015). Thus, limited availability of assistive technologies, such as the screen readers or Braille materials, may create obstacles for students with visual impairments. There is the flag flying for education as a fundamental human right, and no one should be excluded due to a disability (Shaukat, 2022). The education has a significant impact on everyone's life. More than 1 billion persons with disabilities are assessed to exist in globe, 93 million of whom are children under age of 14 who have severe disabilities. There are 186 million disabled children worldwide who are still in primary school. In order to ensure implementation of education rights, the UNESCO regularly interacts with member nations and requires them to submit a report outlining both workplace progress and obstacles. According to Mcleod (2014), university students with the exceptional needs who must overcome the personal challenges frequently have academic difficulties. With the help of parents, the neighborhood, and the government, some restrictions can be eased. In instructive settings, there may have negative impact on their social, psychological, and intellectual lives.

Research Objectives

1. To explore challenges faced by differently-abled students in inclusive system of education at the university level.
2. To explore teacher's opinion about the challenges faced by differently-abled students in inclusive system of education at university level
3. To establish how attitudes of differently-abled students in inclusive system of education at university level influence their academic performance

LITERATURE REVIEW

The teaching of children with special need has become an important concern in education spheres all around the world, in accordance with sustainable development goals (Jahan, 2015). The Incheon Statement stated something similar, saying that educational objectives shouldn't be realized unless everyone has access to them. Therefore, it is promised that all educational policies will put a special emphasis on the underprivileged, specifically the persons who have special needs (UNESCO, World

Education Forum 2015). The concept of inclusive education system was formed in number of nations at the beginning of the 18th century in order to teach all children, regardless of their modifications (Bano, Akhter, & Anjum, 2013). Examine educations have underlined need for inclusive instruction rather than differentiated teaching in order to treat students with disabilities equally in terms of services and chance (Schmidt & Cagran, 2008). As per Hall, Healey, and Harrison (2002), students with special needs are disadvantaged groups in the world that struggle with a number of problems like exclusion, loneliness & discrimination. Their limitations, which prohibit them from integrating into society at large, pose the biggest challenges to their learning and development (Konur, 2000; Szymanski & Bilius, 2011).

Both philosophically and practically, it is recognized that individuals with disorder merit different learning provision (Tinklin, Riddell, & Wilson, 2004). Giving learners with special needs equal opportunities has remained a pipe vision in Pakistan (Vickerman & Blundell, 2010). Students with special needs meet the significant challenges in achieving their educational goals (Holloway, 2001). Instructive societies need to take appropriate and effective action in method of resource allocation and capacity building rather than simply showing compassion for the challenged population (Shah, 2007). Pakistan's dedication to the notion of availability is evidenced by the "Special Citizens Act 2008" (Special Citizens Act, 2008) and "Special Citizen Bill 2015" (now in committee). These laws seek to make public areas and transport accessible to differently-abled people. According to the action, all community transportation must have designated seats for passengers with disabilities, and all buildings civil and personal must be easily available to them. There has been very little and marginal progress on Act in terms of PWD facilitation in both public and private sectors (Ahmed & Khan, 2011; Lewis, 2004). Selvum (2004) led the study in a South African school, on the other hand, discovered that the majority of kids with learning difficulties or other special needs have negative classroom experiences.

When students participate in peer group tasks and activities in the classroom, their classmates tease them, label them, and leave them out. These issues raise questions about the reasons for the students' struggles, the root causes of the issue, and the impact on the acceptance of inclusive education at the university level. One of the main barriers preventing people with disabilities from obtaining a university degree is a deficiency of reachable structure (Allam & Martin, 2021). Teachers may not receive sufficient training upon inclusive teaching methods and strategies to accommodate diverse learning needs, making it challenging to cater to the requirements of the differently-abled students (Shaukat, 2022). This includes the uncooperative labs, public library, bathrooms, dining halls, and washrooms in addition to the sports and game facilities. Deficiency of bodily and social access for teenagers with disabilities to higher education is a significant block towards making a pond of the pupils with the necessary qualifications to pursue university education on equal basis (Croft, 2010). Therefore, the standardized assessments may not be adapted to accommodate various disabilities, making it difficult for some students to demonstrate their true capabilities (Kristin, Uthus & Løhre, 2023). A sizable fraction of students with disabilities are prevented from pursuing higher education in the sub-Saharan Africa because of this element of the educational system and the absence of accessible infrastructure.

RESEARCH METHODOLOGY

Only quantitative techniques were used for data collection and analysis in this study. This study was a quantitative methodology to investigate the challenges faced by differently-abled students in inclusive system of education at university level. The target population of the study comprised all the impaired students enrolled in Multan's Women University, Institute of the Southern Punjab, and Bahauddin Zakariya University. The population of the research comprised all differently-abled BS, M.A/MS and M Phil students from the three universities in the Multan District. The sample of study was comprised on three institutions which include Women University, Institute of Southern Punjab and Bahauddin Zakariya University will be chosen as the study's sample institutions from Multan district. In this connection, with this ratio 18 students from Women University, 24 students from Bahauddin Zakariya University and 11 students from the Institute of Southern Punjab were chosen for study.

The sample of the study was selected was selected on 53 (35 females, 18 male) students. The three universities that accept students with various needs were chosen using purposive sample technique. The 53 students from three universities with differently-abled needs will also be chosen through purposeful sampling in order to provide sufficient justification. The main tool for the investigation was a questionnaire. The questionnaire was created with the assistance of relevant studies, and the supervisor was then consulted. The dimensions in the questionnaire were attitudinal problem, lack of facilities and educational/organizational problem. Thus, 5 questions were related to attitudinal problem, 4 question related to lack of facilities and 8 questions related to the educational problems. Questionnaire was comprising on 17 statements and five points on Likert scale was used by giving weightage to 5 levels, 5 for (strongly agree), 4 for (agree), 3 for (undecided), 2 for (disagree) and 1 for (strongly disagree).
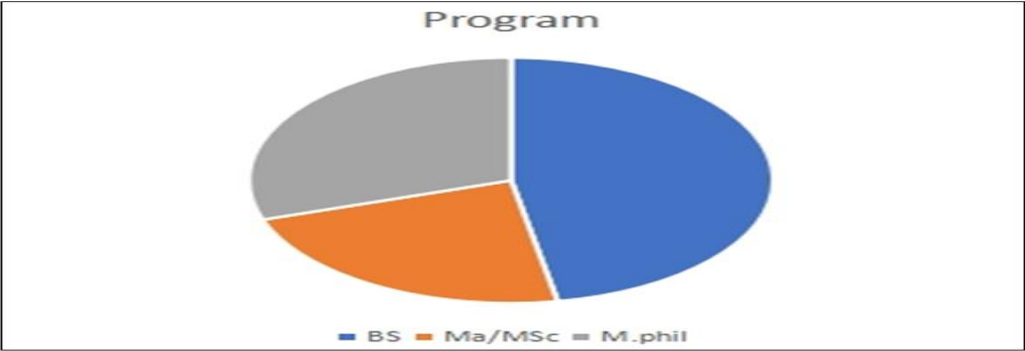
RESULT OF STUDY

Figure 1 Gender of Respondent
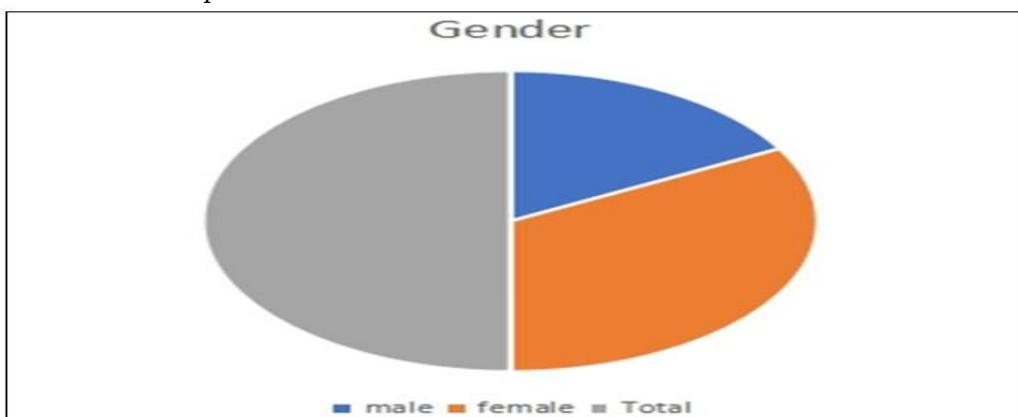
All of the individuals in the sample make up 100% of the total frequency; approximately one-third of the population are men, and the remaining two-thirds are women those who have participated in present study.

Figure 2 Program of Respondent

The Bachelor of Science (BS) programs are the most prevalent in the sample, with 25 (47.2%) of the respondents enrolled in them. After that, 16 people (30.2%) are enrolled in M.Phil. program, while 12 people (22.6%) are in MA or MSc program (Master of Arts or Master of Science). With 100% of the sample included in the table, it offers a clear picture of how people are distributed among these academic programs.
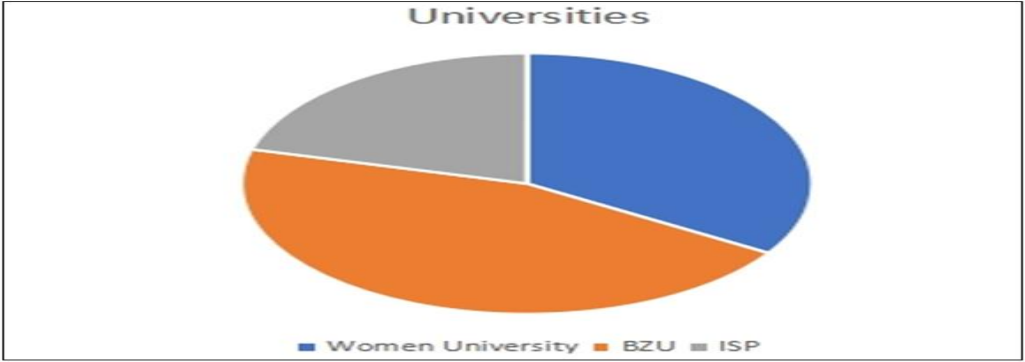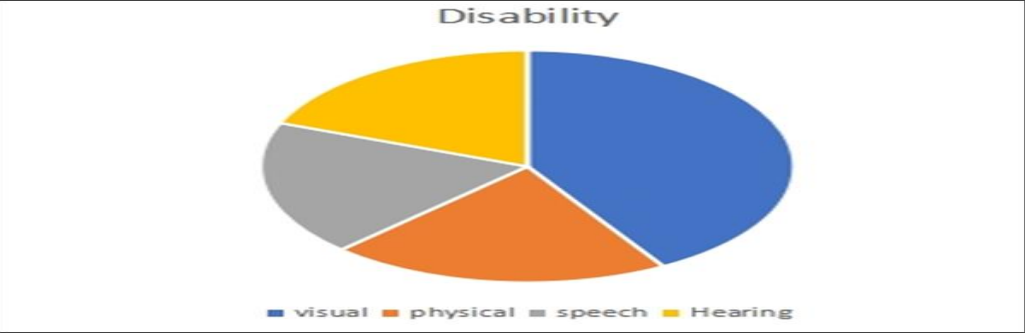
Figure 3 Universities of Respondent

Figure 4 Disability of Respondent

Women University has the smallest depiction in sample with 18 (34.00%) of the respondents coming from this university. The ISP comes in second with 11 persons (20.80%), while BZU has the highest illustration with 24 individuals (45.30%). It's possible that rounding or data entry problems caused

overall percentage to slightly exceed 100%. In general, table presents a summary of distribution of persons within the sample across these three universities. The most common handicap in the sample, affecting 22 people (41.5%), is vision impairment. The next most prevalent are physical disabilities, which impact 11 people (20.8%), speech and hearing impairments, which affect 10 people (18.9%) respectively. Table gives a thorough summary of all different kinds of disabilities seen in sample, emphasizing prevalence of visual impairments first, then physical, speech, and hearing impairments in decreasing order.

Table 1 Educational/Organizational Problems

Educational/Organizational Problems	Significance
Curriculum is in accordance with the needs of disabled students.	.044
Teachers are skillful for handling disabled students.	.298
Teachers used different ways to communicate with disabled students.	.291
Students with special needs face problems in note taking during the class.	.761
Disable students are given less preference in academic activities.	.211
Examination system is encouraging for disabled students	.525
Examination system offers no relax about time for completing paper to disabled students	.218
Academic barrier is one of the major challenges for disabled students.	.476

The table list the asymptotic significance values of educational and organizational issues associated with providing assistance and accommodations for impaired students in institution. The statistical significance or degree among respondents on these subjects is indicated by these figures. According to values, there appears to be a statistically significant perception($p=0.004$) among stated elements that curriculum would not fully satisfy the needs of students with disabilities. Nonetheless, there is not any statistically significant evidence of disparity in coursework completed by teachers between pupils with differently abled needs and those without impairments ($p=0.298$). The importance of other matters, such abilities of educators to work with kids who are impaired. The accommodations provided by examination system for those with disabilities and difficulties these students encounter in and on exams, show differing degrees of importance or among responders. All things considered, the indicates that, despite possible worries regarding the suitability of the curriculum for students with disabilities, there is no statistically significant evidence of any disparity between students with differently abled needs and students without disabilities when it comes to teacher-led coursework in particular context.

Table 2 Educational/Organizational Problems

Educational/Organizational Problems	Significance
Curriculum is in accordance with the needs of disabled students.	.990
Teachers are skillful for handling disabled students.	.425
Teachers used different ways to communicate with disabled students.	.432
Students with special needs face problems in note taking during the class.	.005
Disable students are given less preference in academic activities.	.665
Examination system is encouraging for disabled students	.019
Examination system offers no relax about time for completing paper to disabled students	.424
Academic barrier is one of the major challenges for disabled students.	.122

Most of the elements in this table, such as curriculum alignment (0.990), teacher skills (0.425), and communication methods (0.432), have very high significance values, signifying minimal evidence of significant improvements in assessments of these components. Still, the significance values are lower for number of criteria, including note-taking aids (0.005), tests systems (0.019), & academic barriers (0.122), suggesting that there may be considerable shifts in attitude in areas. Low significance values for note-taking assistance and test systems indicate significant challenges for children with special needs. Students may feel inferior as a result in academic context. Overall, table shows that even if some components might match what specific special needs students require, there are places where work may need to be done to make environment more welcoming and inspiring. There are several places where work may need to be done to make environment more friendly and encouraging for special needs pupils.

DISCUSSION

The responses of students regarding the challenges faced by students with disability in make a note during classes. On other hand, according to study by Florian and Black-Hawkins (2010), classroom differentiation, such as having some students complete simpler or less work than others, can cause pupils to perceive other students as different. In order to address students' particular needs, Florian and Black-Hawkins (2010) propose more inclusive method in which teachers provide opportunities for students to choose "how, where, and with whom they learn." The responses of students regarding the skillfulness of teachers in handling disabled students. On other hand, Teaching strategies are neither developed nor put into practice in a vacuum, as Bartolome (1994) elucidates. The ways that specific teaching means and tactics are used are influenced by beliefs about learning and students. That's why, Ainscow, Dyson, and Weiner (2013) state that individuals who directly or indirectly hold a belief system that views some students as, at best, disadvantaged and in need of fixing, or, worse, as deficient and thus beyond fixing, likely to find no benefit from even most pedagogically sophisticated approaches. The responses of students regarding whether the institute's curriculum is in accordance with the needs of disabled students. The highly centralized nature of Zambia general education curriculum lends to its inflexibility. The curriculum is characterized by the lack of teacher and school-level autonomy, that act as barriers to local, needs-based adaptation. Rafael Mitchell (2017) refers to this as "one size fits curriculum, which is often summarized in a single textbook per subject or grade.

CONCLUSION

The major goal of the survey is to investigate the issues of differently-abled students. The pupil can contribute positively to society when they are not threatened by socioeconomic factors, physical or psychological obstacles, or behavioral issues. Teachers are essential in ensuring that students with disabilities receive fair education in regular, inclusive, or special education settings. Due to a lack of awareness, psychological impressions, parents, teachers and special needs students prefer children without impairments over those with the special needs because they believe that the latter cannot participate in everyday activities. The lack of adequate knowledge of notion of inclusion, societal attitudes, poverty, inadequate government leadership, and the difficulty of constructing structural facilities for children with the special needs who are disabled are some of the issues that differently

abled pupils must deal with. The study's ultimate finding is that person with the special needs and challenges are differentiable. In order to access and interact with their environment and acquire an understanding of abstract concepts and ideas, they struggle to express their demands and to move their bodies freely.

A lack of teachers who are qualified to meet their requirements, a lack of resources for teaching and learning, and physical infrastructure are other issues they must deal with. There are still obstacles in way of students accessing the curriculum and receiving high-quality education they are entitled to, despite the institute's best efforts to accommodate students with disabilities. Teachers have the power to improve public perceptions of special needs pupils with disabilities. The rules and laws pertaining to raising public awareness of the issues faced by special needs kids with disabilities and the solutions found in special schools can be greatly aided by the media. In this linking, by giving them appropriate training, revisions to study plans, as well as the training programs that include accommodations and modifications for the inclusive education, teachers can effectively to address educational issues on their own. Teachers, parents, and policy makers will find this study useful as it addresses issues related towards special needs students with disabilities in inclusive education and special schools.

REFERENCES

Ahmed, M., & Khan, A. (2011). The policies of the United Nations and their implementation: A comparative study of policy implementation in Pakistan. *Journal of Political Studies*, 18, (1), 125-140.

Ainscow, M., Dyson, A., & Weiner, S. (2013). From exclusion to inclusion: ways of responding in schools to students with special educational needs. Manchester: University of Manchester Press.

Allam, F., & Martin, M. (2021). Issues And Challenges in Special Education: A Qualitative Analysis from Teacher's Perspective. *Southeast Asia Early Childhood Journal*, 10 (1), 37-49.

Bano, H., Akhter, N & Anjum, N. (2013). Analysis of educational facilities and opportunities for students with special needs at University of the Punjab. *Journal of Education and Research*, 16, (1), 1-14.

Bartolome, D. L. (1994). Beyond the methods fetish: Towards a humanizing pedagogy. *Harvard Education Review*, 54 (2), 173-194.

Clark, K. C. (2016). Secondary general education teachers' perceptions of challenges for inclusion students with autism (Doctoral dissertation, Walden University). Walden

Croft, A. A. D. (2010). Including Disabled Children in Learning: The Challenges in Developing Countries. CREATE: University of Sussex.

Florian, L. L., & Black-Hawkins, K. (2010). Exploring the inclusive pedagogy. *British Educational Research Journal*, 37 (5), 813-828

Hall, T., Healey, M., & Harrison, M. (2002). Fieldwork and disabled students: Discourses of exclusion and inclusion. *Transactions of the Institute of British Geographers*, 27(2), 213-231.

Holloway, S. (2001). The experience of higher education from the perspective of disabled students. *Disability and Society, 16*(4), 597-615.

Konur, O. (2000). Creating enforceable civil rights for disabled students in higher education: An institutional theory perspective. *Disability and Society*, 15(7), 1041-1063.

Kristin, H., Uthus, M., & Løhre, A. (2023). Inclusive education for students with challenging behavior: development of teachers' beliefs and ideas for adaptations through Lesson Study. *European Journal of Special Needs Education*. 10.1080/08856257.2023.2191107© 2023.

McLeod, K. F. K. (2014). The diverse Problems Facing Physical and Mentally Disabled Children. Retrieved from http// everydaylife.globalpost.com/time.

Qvortrup, A., & Qvortrup, L. (2018). Inclusion: Dimensions of Inclusion in Education. *International Journal of Inclusive Education*, 22 (7): 803–817.

Rayner, S. S. D. (2007). Managing the special & inclusive education. The London: Sage Publications Ltd. Special Citizens Act, (2008). Government of Pakistan.

Schmidt, M. & Cagran, B. (2008). The self-concept of students in inclusive settings. *International Journal of Special Education*, 23 (1), 8-17.1111301.

Selvum, J. S. (2004). The Experiences of Learners with Reading Difficulties in Inclusive Classroom. Unpublished Thesis. University of KwaZulu-Natal.39.

Shaukat, S. (2022). Challenges for Education of Children with Disabilities in Pakistan. *Intervention in School and Clinic*, 59 (1), https://doi.org/10.1177/10534512221130082.

Szymanski, F., & Bilius, M. (2011). A case study in globalization of disability rights: The compatibility of Lithuania's process for determining legal incapacity of disabled persons with international legal standards. *Baltic Journal of Law Politics*, 4(1), 83-105.

Tinklin T., Riddell, S., & Wilson, A. (2004). Policy and provision for disabled students in higher education in Scotland & England: Current state of policy. *Studies in Higher Education*, 29(5), 637-657.

UNESCO, World Education Forum. (2015). Education 2030 Incheon Declaration and Framework for Action: Towards inclusive and equitable quality education and lifelong learning for all. Incheon: World Education Forum. Retrieved on January 25, 2017, from http://en.unesco.org/world-education-forum-2015/incheon-declaration.

Vaz, S., Wilson, N., Falkmer, M., Sim, A., Scott, N., Cordier, R., & Falkmer, T. (2015). Factors associated with primary school teachers' attitudes towards the inclusion of students with disabilities. *PLoS ONE*, 2015.

Vickerman, P., & Blundell, M. (2010). Hearing the voices of disabled students in higher education. *Disability & Society, 25*, 21–32. http://dx.doi.org/10.1080/09687590903363290.