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A Study About Teacher's Views Regarding Issues to Establish Inclusive Education Setup in Schools of Punjab, Pakistan

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Abstract

Inclusive education is essential for ensuring equitable learning opportunities for students with diverse educational needs. This study explored teachers' views regarding the challenges associated with establishing inclusive education in schools across Punjab, Pakistan. A quantitative descriptive survey design was employed, involving 160 general and special education teachers selected through cluster sampling from the Bahawalpur, Multan, and Dera Ghazi Khan divisions. Data were collected using a structured questionnaire and analyzed using descriptive statistics and independent-samples t-tests in SPSS Version 25. The findings revealed that although teachers demonstrated positive attitudes toward inclusive education, its effective implementation remains constrained by inadequate professional training, limited instructional resources, inaccessible infrastructure, overcrowded classrooms, rigid curricula, and insufficient administrative support. The study further highlighted the importance of collaborative practices, continuous professional development, parental involvement, and supportive school leadership in facilitating successful implementation. The findings provide evidence-based insights for policymakers, educational administrators, and teacher educators to strengthen inclusive education policies and practices in Pakistan. The study concludes that achieving sustainable inclusive education requires coordinated policy implementation, strategic resource allocation, teacher capacity building, and institutional commitment to creating equitable and accessible learning environments for all learners.

Keywords: Administrative Support; Curriculum Adaptation; Educational Equity; Professional Development; Resource Allocation