

**Instructional Strategies used in Inclusive Education at
University Level**



Qurat-Ul-Ain

ID#13001189007

**A thesis Submitted in partial fulfillment of the
requirements for the degree of MPhil in Special Education
in the Department of Education**

**School of Social Sciences and Humanities
University of Management and Technology**

Lahore

CERTIFICATE OF APPROVAL

The thesis titled “**instructional strategies in inclusive education at University level**” has been accepted by the Faculty of Department of Education, School of Social Sciences & Humanities, University of Management and Technology, Lahore in Partial fulfillment of the requirements of degree of M.Phil in Special Education.

Supervisor

External Examiner

Director, Graduate Studies SSSH

Chairperson Department of Education

Dean, SSS& H

Date: _____

ACKNOWLEDGMENT

First of all I am thankful to Almighty Allah, the most merciful and most beneficial, who has given me the courage and strength to complete this research work. I extend my thanks with deep sense of gratification to my supervisor Dr, Faisal Anees for his patience and inspiring guidance.

I want to express my love and gratitude to my parents whose prayers resulted in my success and encouragement which always helped me to stand firm. The researcher is also very thankful to those who helped me in collection of data. The researcher is also thankful to her Husband Fakhar-ul-Hassan Buzdar who cooperates and motivate during this study. Without his cooperation it was not possible to complete this study in time.

Q.B

**INSTRUCTIONAL STRATEGIES USED IN INCLUSIVE EDUCATION AT
UNIVERSITY LEVEL**

ABSTRACT

The purpose of the research was to identify effective instructional strategies for student with disabilities in inclusive education system at university level, to find out perception of teachers about instructional strategies which commonly used at university level. Questionnaire was developed for teachers of universities. Questionnaire was validated from experts of the field and pilot tested and their reliabilities were found as 0.93% .Further, these questionnaires were tested on 153 teachers of different universities of Lahore city. Convenient sampling technique was used for data collection. The study is descriptive in nature. Further it is survey research. Both descriptive and inferential statistical techniques were applied to analyse the collected data. Average mean value of each factor was calculated and on the basis of this average mean value, the factor were rank ordered. The study concluded that the , interactive instructions(cooperative learning, brainstorming, peer-tutoring) is the most effective instructional strategies for the student with disabilities, student with disabilities can learn effectively through these methods and can develop better understanding through these instructional techniques at university level. Direct instructions (lecture method, scaffolding, pre-teaching) also a useful instructional techniques for the student with disabilities according to the university teachers. Student with disabilities can covered a large amount of content through these instructional methods at university level, while experiential instructional methods (observations, conducting experiments, field work, and field trip) are difficult for the student with disabilities. They feel difficulty in these instructional methods.

TABLE OF CONTENTS

CHAPTERS	CONTENT	Page No.
	CERTIFICATE OF APPROVAL	i
	ACKNOWLEDGMENT	ii
	ABSTRACT	iii
	TABLE OF CONTENTS	iv
	LIST OF TABLES	viii
	LIST OF PPENDIXES	x
CHAPTER 1	INTRODUCTION	1
	1.1 Rational/Background of the Study	2
	1.2 Statement of the Problem	2
	1.3 Objective of the Study	3
	1.4 Question of the Study	3
	1.5 Significance of the Study	3
	1.6 Scope of the Study	4
	1.7 Plan for Work and Methodology	4
	1.7.1 Population	4
	1.7.2 Instrument	4
	1.7.3 Participants	4
	1.8 The Procedure of the Study	4
	1.9 Data Analyses	4
CHAPTER 2	REVIEW OF THE RELATED LITERATURE	5
	2.1 Introduction	5

2.2	Definition of Inclusion	5
2.3	Historical Evolution of Inclusive Education	7
2.4	Inclusive Education in Pakistan	7
2.5	The Benefits of Inclusion	8
2.6	Instructional Strategies	9
2.6.1	Definition	9
2.7	Strategies Used in Inclusive Education System (Around the World)	11
CHAPTER III	RESEARCH METHODOLOGY	30
3.1	Instrument Development	30
3.2	Scope of the Study	31
3.3	Population	31
3.4	Sample	31
3.5	Instrument for Data Collection	32
3.6	Procedure	32
3.7	Data Analyses	33
CHAPTER IV	DATA ANALYSIS	35
CHAPTER V	SUMMARY, FINDINGS, CONCLUSION, DISCUSSION, AND RECOMMENDATIONS	59
5.1	Summary	59
5.2	Findings	61
5.3	Conclusions	63
5.4	Discussion	66

5.5	Recommendations	70
	REFERENCES	71
	APPENDIX A	78
	APPENDIX B	79

LIST OF ABBREVIATIONS

SWD	Student with Disabilities
NCE	National Center for Education
IDEA	Individuals with Disabilities Education Act
HI	Hearing Impairment
VI	Visual Impairment
PD	Physical Disability
CP	Cerebral Palsy
LD	Learning Disability
MR	Mental Retardation
LRC	Least Restrictive Environment
PU	University of the Punjab
UCP	University of Central Punjab Lahore
GCU	Government College University Lahore
BNU	Beacon House National University Lahore
UMT	University of Management and Technology Lahore
UE	University of Education Lahore
NCA	National Collage of Arts Lahore
NCBA	National Collage of Business & Administration Lahore

LIST OF TABLES

Table 4.1:	Frequency differences of teachers gender	36
Table 4.2	Frequency differences of teachers age	37
Table 4.3	Frequency differences of teachers qualification	38
Table 4.4	Frequency differences of teaching experience	39
Table 4.5	Frequency differences of name of university	40
Table 4.6	Frequency differences of level of teaching	41
Table 4.7	Frequency differences of type of university	42
Table 4.8	Teaching experience with student with disabilities	43
Table 4.9	Frequency differences in number of student with disabilities in classroom	44
Table 4.10	Frequency differences of type of disability	45
Table 4.11	Frequency differences of instructional adaptations	46
Table 4.12	Table of instructional strategies	47
Table 4.13	Independent sample t-test comparing instructional strategies on the basis of gender of teachers	52
Table 4.14	Independent sample t-test comparing the instructional strategies on the basis of teachers qualification	53
Table 4.15	Independent sample t-test comparing the instructional strategies on the basis of teacher from type of universities (Public, Private)	54
Table 4.16	ANOVA comparison of different instructional strategies on the basis of	

	different teaching experiences	55
Table 4.17	ANOVA comparison of different instructional strategies on the basis of Universities	56
Table 4.18	ANOVA comparison of different instructional strategies on the basis of level of teaching	57
Table 4.19	LSD Multiple comparisons of different instructional strategies on the basis of qualification	58

LIST OF PPENDIXES

- A Panel of experts
- B cover letter for validation
- C Questionnaire for data collection

CHAPTER 1

INTRODUCTION

Inclusive education means that students with special needs are given special education in appropriate regular sections of the age according to their special educational needs. (Frederickson & Cline 2002)

To consider the facilities and services available at schools and universities, it is necessary to meet the need for special need students. Classroom designs require special consideration to accommodate disabled students (Alhamadi, 2001). The overall classroom teachers become trained for the special need student (blind, deaf, physically challenged) and use suitable instructional techniques for the student with special need in the inclusive setup. Student with disabilities need specific teaching adjustment and need specific curriculum during instructional time. They have need organized classroom environment, space, design, location, light and careful attention from the teachers by Clough & Corbett,(2000).

There is great need to appropriate support of guided practice and independent practice for better learning of students. Its teachers duty to give opportunities to students for transferring skills and ideas from one situation to another situation and build meaningful connections between skills and ideas, and real-life situations. To give chance to students more independent and show what they know. Teachers should encourage the students for self-monitoring and self-correction during instructional time. Instructional strategies should use across grade level and subject areas and according to the student capabilities.

The social capabilities of disabled people can improve through joining general classes with normal students and student with disabilities can develop their confidence through inclusive education system.