

**A study of perception of teachers in rural areas about inclusive
education for children with special need**

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Certificate of Approval

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Dedication

I dedicate my research to my husband
Who took me to the path of knowledge.
His contributions support and encouragement
Strengthen me to embark on this uphill task.

Acknowledgement

All Praises for ALLAH Almighty, the most gracious and merciful who is forever a source of knowledge and guidance for humanity.

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Study perceptions of teachers in rural areas about inclusive education for children with special needs.

Abstract

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The purpose of this study was to identify perceptions of teachers in rural areas about inclusive education for children with special needs. In this descriptive research, Researcher developed the Questionnaire on the basis of literature review and hypothetical framework. The questionnaire contained 25 items, which covered the different aspects of teacher's perception in rural areas about inclusive education for children with special needs. The data of 150 teachers were collected from different regular schools of rural areas of Punjab. The reliability of the instrument was found as 0.82. The data was analyzed by using SPSS. The results indicated strong agreement about including children with special needs in regular classrooms. The findings also revealed that the perception of teachers is positively correlated to their age and experience. The more experience the teachers have the more positive they are about inclusive education.

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CHAPTER I

Introduction

Inclusion is a term in education system for an individual with disabilities and those who are not disable whether it is held in any general classroom or in any special institution established for the specific purpose of educating such person. It is done with all necessary methods designed for this such as instruction, additional and supplementary aids and other related services including establishment of environment feasible for the disable persons.