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**Explore the Problems Experienced with Special
Need Students in Inclusive Classroom**

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Abstract

The main aim of this current study was to explore the problems experienced with special needs students in inclusive classroom. The objectives of the study were to find out the problems experienced with special needs students in inclusive classroom. To formulate the pragmatic suggestions to overcome these problems. The study was descriptive and qualitative in nature. The population of this study consisted of public sector universities of Multan region. Three universities were selected as a sample. In second phase, 15 both male and female special students were selected from these universities. An interview schedule was designed a semi structured. Surveys with semi-structured interview questions were used to gather data from special education students. The approach of thematic analysis was used to examine the study's data. The result of the study revealed that They have no transportation facilities for approaching the department, Ignored their HEC rights, lack of specialized reading material for students with varying special needs groups, absence of extracurricular activities in the curriculum for special needs students, lack of specially education-trained teachers, the way that teachers teach is not appropriate for the special needs students, they face difficulty writing notes in class, In examinations, there is no suitable seating arrangement and give them no extra time for exams. the study make some suggestions to overcome these problems, give them more time for exams, training for teachers should be conducted, give them proper HEC rights, complaint box should be available for them, curriculum should be according to the needs of special students.

Keywords: Problems, special need students, inclusive classroom

INTRODUCTION

A country may make a major investment in education, and increasing utilization of educational resources is crucial for a country's prosperity. This is due to the fact that education has a favorable impact on economic factors such as production, quality of life, well-being, and demographic factors. It also opens up a world of opportunities for people that would not have

been possible otherwise, such as improved opportunities for leading happy and fulfilled lives, establishing stable and supportive families, actively engaging in social activities, developing ethical and moral principles, developing culture, and influencing history. It is a strong basis for advancement and long-term prosperity, a fundamental human right, and a vital step in eliminating gender discrimination, which harms all other rights. It also expands its role as a secure and peaceful agent internationally and promote freedom and democracy within national boundaries. Therefore, society has a duty to ensure that education is provided to everyone based on each person's unique needs and abilities (Mutugi, 2018; Azhar & Saboor, 2018).

According to Farooq (2012) defined that every child has the right to an education that is suitable for their requirements, including those with disabilities who require special education services. The same goals that applicable to all children are also applicable to learners with specific educational needs based on their disability. By addressing the necessities of students with disabilities in particular schools, special educational needs are related to facilitating children's development in all spheres of life, including spiritually, ethical, psychological, cognitive, interpersonal, and physical development. This legislation defines special educational needs as a limitation on an individual's ability to engage in and take advantage of education due to an ongoing sensory, physical, psychological, or learning impairment, or another health issue that results in a person learns in a way that is distinct from a person who does not have such condition (Afzal, 2018).

According to Mutugi (2018) said that the term "special educational needs" should be defined because it is used to refer to a wide range of children who have developmental problems that impact their learning, behavior, social and psychological growth, communication, and capacity to take care of personally and become independent. It is intended to replace disability categories. However, that students who had trouble acquiring or understanding the content were given the proper levels of help. To design more effective providing, it is vital to comprehend the components influencing the ability of students who are considered to have special need in education.

The term "disability" has been defined variously all around the world because there isn't a universally accepted meaning for it. The International Classification of Functioning, Disability, and Health (ICF) describes disability as a multifaceted phenomenon that arises from the interplay between an individual's physical characteristics and the social context in which they live. Handicap is defined as a physical or mental defect that comes in various forms, such as mental retardation, deafness, or paralyzing (Mahmood & Naz, 2018; Hussain et al., 2020). According to Anjum et al., (2021) said that due to the fact that disabilities are not limited by geography, gender, or social level, people with special needs may be found everywhere in the world, regardless of their socioeconomic standing. The real reason behind educational, therapeutic, and other assistance programs for all individuals with special needs is something that society observes on a global scale. The United Nations recognizes 1981 as the International Year of the Disabled Person, marking a turning point in public awareness of the challenges, opportunities, and concerns facing people with special needs. Owing to this global endeavor,

the Pakistani government has established many departments and institutes aimed at improving the lives of those with special needs.

According to Junju (2023) said that globally, disability is a significant issue. According to data from the World Bank and World Health Organization, over a billion individuals, or 15% of the global population, are thought to be living with a disability of some kind. Individuals with disabilities are among the most numerous minority groups that are currently excluded from state planning, despite the fact that the strategy for sustainable development is starting to prioritize their inclusion and well-being. Although the data on people with disabilities are especially highlighted, the best estimations indicate that 15% of the world's population will be recognized as having a single impairment or a variety of disabilities.

The first National Policy for Disabled Persons was enacted in 2002, after the policy formulation process for individuals with special needs began in 1985. A wide range of services are offered under this strategy, including early childhood education, evaluation, healthcare, rehabilitation efforts, vocational education and training, job opportunities, research and development, funding contributions, and the construction of parks, buildings, and other public spaces to accommodate the requirements of special people (Riaz & Safdar, 2018; Anjum et al., 2021). The second part of the twenty-first century has seen a broad adoption of inclusive education, that is one of the methodologies utilized in the teaching of children with special needs. It is described as a crucial educational program created to greatly improve the educational chances for people with exceptional needs. Research has demonstrated that inclusive education helps students who have particular requirements strengthen their language abilities, communication skills, relationship skills, and support system. It also helps them become more socially adept. Furthermore, it's been found that students with standard development in an inclusive educational setting accept their classmates with special needs more readily (Khan, 2018; Yuksel et al., 2021).

Higher education institutions in Pakistan encounter a number of challenges for disabled students, such as an unsuitable curriculum, learning challenges, poor teaching practices, and a lack of material that significantly impairs their academic achievement in routine and/or inclusion settings. In the same way, pupils with visual impairments have trouble reading the blackboard and are unable to participate in class discussions. Additionally, some professors forbid students from using tape recorders to capture their lectures, which makes it difficult for students to follow lectures. Furthermore, the effectiveness of inclusive education at colleges also depends on the attitudes of teachers toward these students (Hussain et al., 2020; Rasheed, 2020).

The challenges faced by children with disabilities in the classroom have been extensively researched. Analyzed survey results to find out how students felt about the method of integrating impaired students into higher education. Their study's conclusions demonstrated that visually impaired students faced several challenges, mostly related to getting around and forming social relationships with their peers. A research to find out what challenges visually impaired students face when they attend universities. Numerous problems were found

according to the results. The hardest things to deal with were, for instance, the scarcity of psychological services, the absence of Braille printed texts, the lack of visual readers, the complicated process of adapting to university life, the disregard of teachers for their own needs, the challenge of taking exams, and the transportation challenges to and from campus. examined the challenges experienced by impaired students when enrolled in higher education (Anjum et al., 2021).

According to Ambili (2018) revealed that the standard of the surroundings in which people stay and the relationship between people and their natural surroundings. Because inclusive learning environments enable all students, including those with disabilities, to reach their full potential, they are crucial to a learner's growth, learning, and discovery. Learners are less likely to prosper in a setting where there are many obstacles and little effort is made to solve them. A person's growth is the result of an assortment of relationships, including to political, social, economic and cultural relationships, and not only mental ones. This is the foundation of the ecological framework theory. For instance, a learner can get support from a group of colleagues or a fellow student support group, which can assist them navigate challenging circumstances and set the stage for interactions with others.

According to Walsh (2018) defined that for a long time, one of the main topics of discussion has been how to include children with special needs in classes for general education. All students are members of the community regardless of their abilities and shortcomings when they get an education that emphasizes inclusion. All of the facilities and social opportunities found in general education classrooms should be available to these pupils. Many schools see creating the most comfortable classroom possible as their ultimate objective in order to satisfy the needs of all children, especially those with disabilities.

According to Kalinnikova et al., (2023) Numerous nations' educational policies and cultures have frequently included special education, which has a rich history. Particularly in light of the global movement toward inclusive education, special education has been a contentious topic for many years. This discussion centers on the compatibility of inclusive education and special education for students with disabilities, as well as how these methods relate to one another. As the Sustainable Development Goals indicate, the education of children with disabilities has gained international attention in academic circles. The educational goals shouldn't be fulfilled and unless everyone has done so. All educational initiatives will, therefore, be dedicated to addressing the needs of the isolated, particularly those who are disabled (UNESCO, World Education Forum, 2015).

According to Kabuta (2014) defined that lack of convenient facilities poses the biggest obstacle to higher education for individuals with physical disabilities. This includes disapproving labs, libraries, restrooms, cafeteria areas, and spaces for sports and activities. One of the biggest obstacles to developing a supply of suitably qualified students who can join higher education on an equitable basis is the lack of both social and physical opportunities for students with disabilities to higher education. Due to this aspect of the education system and a deficiency of suitable infrastructure, many handicapped students are unable to pursue higher education.

Taking into account prior issue behavior and other characteristics, higher levels of individual problem conduct at the start of the year indicated students' higher levels of rejection and lower levels of acceptance at the conclusion of the year. Regardless of the prevalent classroom standards, disruptive conduct had an independent impact (Schoop-Kasteler et al., 2023). According to Dash (2018) revealed that lack of training in inclusive education, lack of feedback from teachers about their work, difficulty focusing on the syllabus to the needs of students with special needs, difficulty connecting with special schools, inadequate leadership from headmasters, and difficulty collecting the community to support inclusive education programs are among the issues in inclusive environments. Other issues that typical teachers deal with include handling behavior issues in special needs students, giving assistance in the resource room, lacking parental engagement, and lacking support from peers.

According to Kabuta (2014) defined according to information disclosed, overcrowding in classes, a shortage of chairs, standing area and bad sounds are more issues that physically challenged children must deal with. He contends that even during lectures, there are so many people in the room—especially in education courses and theater rooms—that a handicapped student who arrives late chooses to sit at the end of the room, where it is really hard to hear the lecturer or teacher well. The challenging circumstances have an adverse effect on the impaired learners academic achievement. One notable example is seen in the study, which demonstrates that because of the challenges they encountered, over sixty percent (60%) of learners with physical impairments studying in unfavorable learning environments did badly in their coursework. Among the seven challenges they faced were stairs in buildings, extended walking distances, and restricted access to educational resources. Many studies conducted in developing nations have found that there is a persistent lack of knowledge on the help and services available to impaired students in higher education.

According to Junju (2023) said that the long-term, significant functional constraint on everyday tasks brought on by external barriers, psychological, bodily, or sensory disability, which limits participation. The types of impairments range from those that make it difficult to move about and use other body parts, to those that make it difficult to see, to those that cause abnormal behavior, to those that have epilepsy, to those that make it difficult to learn, to those that have several disabilities. However, the World Health Organization classifies disability as a catch-all word for impairments that limit an individual's activities or participation.

According to Zemba et al., (2020) revealed that any outside or inside challenges that prevent a student from receiving the benefits of education are referred to as barriers to learning. Cultural, economic, and social restrictions that come from both inside and outside the educational system affect children with disabilities globally and can have a direct or indirect effect on their capacity to get a high-quality education.

According to Kabuta (2014) said that impaired students sometimes had trouble understanding who was in charge of analyzing their needs. Furthermore, it was unclear what resources and privileges (or rights) were offered to them. The legal concept of reasonable accommodation was at play here. As a result, individuals with physical disabilities struggle to

prepare for higher education coursework in addition to feeling stressed and anxious. Many physically challenged students have significant challenges in accessing and registering for formal education programs in colleges and universities due to the problems mentioned previously. These elements may contribute to extremely poor rates of academic achievement, survival, keeping, and attendance among physically handicapped students.

According to Croft (2010) defined that the facilities and overall educational atmosphere are less accommodating to children with physical disabilities. The keen interest in the current research originated by the researchers' analysis of the scenario previously discussed. Using both qualitative and quantitative research methods or approaches, this study aims to investigate the issues that physically disabled students in higher education institutions face. Its goal is to identify better solutions to the issues that these students face and to suggest suitable solutions for resolving them. The researcher aims to investigate the best course of action for resolving the many issues that higher education institutions face from students with physical limitations. The majority of stakeholders note that in order to welcome students with physical impairments, specific funding has to be prepared by the government and higher education institutions. Simultaneously, higher education establishments must to devise strategies tailored to their surroundings in order to accommodate and assist students with physical limitations. Higher education establishments were recommended to arrange for dedicated desks and offices to handle issues relating to students with physical limitations.

According to Chataika (2009) revealed that few participants recommended for the creation of guidelines requiring special treatment of learners with disabilities, including those who have physical impairments, from the elementary to the higher education levels. The respondents further stated that plans and policies pertaining to individuals with disabilities must be implemented at all levels of government and institutions. The research gathered a variety of comments and ideas, including those made by college and university boards during meetings, to address the concerns of students with disabilities and offer appropriate services. Universities were also encouraged to set aside specific days for fund-raising and to engage in discussions with interested parties about the difficulties and potential solutions related to issues faced by students with impairments.

According to Dash (2018) defined that a number of significant recommendations were made by the respondents, including the following: supervisors should visit educational institutions on a regular basis, parents should participate in the decision-making procedure regarding inclusive education, teachers should receive appropriate instruction on the concepts and techniques of inclusive education, and members of the community should offer their support to the school.

According to Croft (2010) said that to recommendations from stakeholders, buildings including classrooms, apartments, cafeterias, restrooms, and playgrounds should take into account the needs of individuals with disabilities by constructing ramps as well as elevators in high-rise buildings so that they may access multiple facilities in different places. Additional stakeholders have suggested that in order to provide them with the support they require,

government authorities identify all students in higher education institutions who have special requirements, including those who have physical impairments. Similarly, given that the majority of students with disabilities come from low-income households, the government was encouraged to give scholarships rather than loans from the Higher Education Students' Loans Board.

According to Chataika (2009) defined that it was advised that the government provide all the tools required for students with physical limitations to succeed academically and socially, including computers, wheelchairs, projection devices audio systems, and books. In order to address the concerns of students with physical impairments at higher education institutions, activism on behalf of learners with disabilities was also brought up. Communities are recommended to recognize the value of showing love, care, and support to all members of the community and those outside of it, irrespective of their medical conditions. Additionally, communities were taught that persons with disabilities are integral members of society and that we should offer them whatever assistance they require when required.

STATEMENT OF THE PROBLEM

The research begins with the notion that special students have more problems in educational settings, given this environment and the way special education programs are currently provided to them. In order to emphasize the problems that students face with a special student in the field of inclusion classrooms, their experienced were analyzed. The individual students thoughts were gathered in full. The problem of the present study is as follows: "To explore the problems experienced with special need students in inclusive classroom."

SIGNIFICANCE OF THE STUDY

This study is important because it helps educators, parents, and legislators understand the actual challenges that special students experience. Researchers in the social sciences, academicians, legislators, scholars, students, and others should all take an interest in this study because each year, students with disabilities are admitted to universities to acquire a modern education and become equal members of society with people without disabilities. sadly, there is not sufficient facilities at the higher education institutions to meet the demands of these special needs students. This study will aid in drawing attention to the problems faced by students enrolled in these educational institutions. Additionally, this study will assist authorities in developing disability-friendly policies for this particular group in the population.

OBJECTIVES OF THE STUDY

1. To find out the problems experienced with special needs students in inclusive classroom.
2. To formulate the pragmatic suggestions to overcome these problems.

RESEARCH QUESTIONS

1. What are the problems experienced with special needs students in inclusive classroom?
2. What suggestions the study can make to overcome these problems?

RESEARCH DESIGN

The main focus of this study is to explore the problems experienced with special needs students in inclusive classroom. This enables the researchers to collect relevant data, work effectively

and have a deeper understanding about problems experienced with special needs students in inclusive classroom. This study was descriptive in nature. In order to describe a phenomenon, descriptive research focuses more on what has occurred than on how or why it has occurred. The technique of gathering and analyzing the study's data used a qualitative approach. Through qualitative research, an investigator may thoroughly examine experiences. In order to provide the researcher with a comprehensive and in-depth knowledge of the experiences of primary school students with disabilities in accessing education during the epidemic of disabilities, a qualitative technique was used.

POPULATION OF THE STUDY

The population of this study consisted of public sector universities of Multan region.

SAMPLE

Three universities were selected as a sample. First was university of Education Multan campus. Second one was (BZU), The Baha-Uddin -Zakariya university Multan, (BZU), and the last one was Women university of Multan. In second phase, 15 both male and female special students were selected from these universities.

DATA COLLECTION

Both primary as well as secondary data were used in this study method. Interviews conducted in the study region and associated institutions provided the majority of the primary data. Published journals and associated dissertations provided the secondary data. One might also make use of the Internet. A qualitative research method was used in this study to gather data from pre-service teachers. We used the qualitative research technique as it provided a sample of the data in question. In qualitative research, non-numerical data is collected and analyzed to improve understanding of concepts, viewpoints, or experiences. It may be applied to create unique research ideas or obtain a deep grasp of an issue. The research incorporates interviews as a component of its qualitative methodology.

RESULTS

Two questions were asked from students with special needs and their replies have been shown in order.

First Question: What are the problems experienced with special needs students in inclusive classroom?

1. They have no transportation facilities for approaching the department.
2. Ignored the HEC rights for special education students.
3. Lack of specialized reading material for students with varying special needs groups.
4. Absence of extracurricular activities in the curriculum for special needs students .
5. Lack of specially education-trained teachers.
6. Lack of support from teachers, the way that teachers teach is not appropriate for the special needs students, mostly said that teachers avoid them.
7. Special needs students have difficulty writing notes in class, the writer is not available.
8. In examinations, there is no suitable seating arrangement and give them no extra time for exams.

Second Question: What suggestions the study can make to overcome these problems?

1. More time should to be allotted for the test and exams.
2. In order to teach students with special needs, training for teachers should be conducted.
3. Give them proper HEC rights.
4. A separate area should be available for disabled students taking exams.
5. Department staff members' helpful behavior has to be improved.
6. Provide them the comfortable environment for learning.
7. Complaint box should be available for them.
8. Curriculum should be according to the needs of special students.

CONCLUSION AND DISCUSSION

Students' responses indicated that they had trouble utilizing the public transport network. Transportation to departments is a major challenge for them; most departments lack wheelchair-accessible entry tracks, have lengthy staircases, no elevator, and improperly arrange chairs for special needs students. Additionally, filled classrooms make it difficult for students to move around the room. Lack of specialized reading material for students with varying special needs groups. Absence of extracurricular activities in the curriculum for special needs students. The participants' opinions about teaching methods included the following: they encountered teacher discrimination at the university level; a lack of support from teachers; a do not have of regular student progress checks; special students who are not able to understand complicated phrases and concepts; and a do not have of repeated instruction from teachers. The participants answer that pupils are not seated in a comfortable manner. The examining staff members did not obey the HEC guidelines for special students, there was no availability of writers through the examination process, special students were not granted more time, and the majority of participant invigilators misbehaved or received warnings when they interrupted or raised questions during the exam. For example, the majority of teachers without the necessary training to teach students with disabilities. Furthermore, the majority of the department did not pay attention to the HEC rights of disabled students. Since disabled students take more time to complete their coursework, department-specific authorities must act in supportive ways and give them physical support. Additionally, the complaint box needs to be improved, as some disabled students have reported that the departmental authorities failed to provide them with a comfortable environment.

RECOMMENDATIONS

The results make it evident that the majority of students with multiple disabilities received no assistance from the traditional educational system. As a result, it is advised that the Ministry of Education apply teacher training and instructional programs targeted at meeting the diverse needs of all students, as well as establish the special needs curriculum for students with multiple impairments who cannot advantage from the traditional educational system and basic pre-vocational curriculum. Teachers have a great deal of professional development needs when it comes to managing and instructing students with multiple disabilities. It's important to ensure that parents and educators know how their special needs students feel while they're enrolled in

higher education institutions. Teachers may require extra training in order to prevent special needs students from experiencing inconveniences at the university level. In order to encourage students, teachers should offer psychological assistance to students with impairments through counseling and coaching. Students should do ongoing evaluations to get all possible details about students with impairments, since this data remains important, just like contacts. The Ministry of Sports and Education should provide convenient ways to distribute inclusive and accommodating educational resources. The involvement of policymakers is necessary because their understanding of various impairments, their causes, their rights, and inclusivity will increase and improve their ability to deal with inclusive policy issues.

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