



**DUBAI PRIVATE SCHOOLS READINESS TO ADOPT
SUCCESSFUL INCLUSION OF STUDENTS WITH
SPECIAL NEEDS & DISABILITY (SEND): AN
INVESTIGATIVE STUDY**

مدى استعداد مدارس دبي الخاصة لتبني ممارسات الدمج الناجحة للطلبة ذوي
الاحتياجات الخاصة والإعاقة: دراسة استقصائية

by

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of the requirements for the degree of
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ABSTRACT (ENGLISH)

The main purpose of the current study to understand Dubai Private Schools' readiness to adopt successful inclusive education for Students with Special Needs & Disability (SEND) since such students often require direct, special assistance, an immediate address of their needs, appropriate access to curriculum and equal progressive opportunity with other students. The researcher adopts a mixed methodological approach using a survey questionnaire and an interview script for the collection of primary data. Also, secondary data is also collected from credible websites, databases, journal articles, books, and reports. For the survey questionnaire, out of the 250 distributed questionnaires, 200 were completely answered. Additionally, the interview findings comprised from five participants purposively selected from the study. All participants comprised of teachers, parents and school leaders. The findings showed that good working environment, teacher's appreciation, parent support, fellow student support and community support is what is needed to encourage positive teachers' preparedness towards inclusive teaching. From the regression analysis, all R values ($=0.851, 0.842, 0.838$) indicating a high degree of correlation and $R^2 = (72.5 \%, 65.4\%, 55.8\%)$ for creating an inclusive culture, producing inclusive policies and evolving inclusive practices respectively, which largely indicates a positive association between the variables. In conclusion, it is evidence that inclusive learning faces myriad challenges given students' background diversity, interests, and abilities which affects the level of preparedness by the teachers.

ABSTRACT (ARABIC)

الهدف الأساسي من هذه الدراسة هو فهم مدى استعداد مدارس دبي الخاصة لتبني ممارسات الدمج الناجحة للطلبة ذوي الاحتياجات الخاصة والإعاقة عبر دراسة استقصائية. لأن هذه الفئة من الطلاب غالباً ما تحتاج إلى مساعدة مباشرة وخاصة، استجابةً لاحتياجاتهم الخاصة، ووصولاً بهم إلى النتائج المرجوة من المناهج الدراسية. بالإضافة إلى تزويدهم بفرصة تقدم متساوية مع الطلاب الآخرين.

يتبنى الباحث منهجاً مختلطاً باستخدام استبيان و مقابلة لجمع البيانات الأولية. كما يتم جمع بيانات ثانوية أيضاً من مواقع الإنترنت وقواعد البيانات والمقالات الصحفية والكتب والتقارير الموثوقة. بالنسبة للاستبيان الخاص بالدراسة الاستقصائية، تم الرد على 200 استمارة من أصل 250 استمارة استبيان موزعة بالكامل. بالإضافة إلى ذلك، تضمنت نتائج المقابلة خمسة مشاركين تم اختيارهم بعناية للدراسة. يتألف جميع المشاركين من المعلمين وأولياء الأمور وقادة المدارس.

أظهرت النتائج أن بيئة العمل الجيدة، تقدير المعلم، دعم الوالدين، دعم الطلاب الزميل ودعم المجتمع هو ما نحتاجه لتشجيع المعلمين نحو التعليم الشامل الإيجابي. من تحليل الانحدار، جميع القيم ($R = 0.851, 0.842, 0.838$) تشير إلى درجة عالية من الارتباط والقيم ($R^2 = 72.5\%, 65.4\%, 55.8\%$) الخاصة بإنشاء ثقافة وسياسات وممارسات دمج متطورة تشير أيضاً إلى وجود علاقة إيجابية بين المتغيرات. في الختام، لا شك أن الدمج في التعليم يواجه تحديات لا تعد ولا تحصى نظراً لتنوع قدرات واهتمامات الطلاب، الذي يؤثر بدوره على مستوى التأهب من قبل المعلمين.

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LIST OF ABBREVIATIONS

UAE – United Arab Emirates

KHDA - Knowledge of Human Development Authority

SEND - Special Educational Needs and Disabilities

NCTE - National Council for Teacher Education

NGO - Non-government Organization

UN – United Nations

CHAPTER ONE: INTRODUCTION

1.1 Background

Over the past decade, the UAE has heavily invested in the education sector because the government understands the significance of effective educational impacts matching the pace of the rapidly growing economy (De Leon, 2017). Inclusive education has grown to be a part of a universal agenda. Therefore, governments and government agencies aim to create and adopt policies to promote inclusion (Wam, 2017). The UAE is amongst the countries that have accepted international community standards with the aim of reforming education. The Ministry of Education (MOE) first realized the need for inclusive education in 1979. However, only a few efforts were made to integrate the concept of inclusion into the UAE's regulatory frameworks until 2006. In spite of regulation delays, the MOE had been undertaking various efforts since 1979 through key stakeholders engaging in collecting knowledge and testing several strategies. These may be used to look after UAE students who have special needs (MOE, 2010).

Hettiarachchi and Das (2014) define inclusive education as caring for students with special needs through appropriate support to particular students without discrimination. By the year 2020 students in Dubai should be able to enroll students with special needs in any private institution right from early childhood to university without encountering any form of difficulty (De Leon, 2017). There are various stakeholders in the education system pushing for this agenda such as the Knowledge of Human Development Authority (KHDA). The stakeholders mainly stressed on the need for inclusivity of students with special needs by 2020.

According to Thorpe and Azam (2010), globally, private schools are reluctant to admit students with special needs. By the year 2020, every child in UAE should be able to join his/her

school of choice regardless of his/her disability. KHDA requires all private schools to provide an equitable learning environment to all students including those with Special Educational Needs and Disabilities (SEND). The policy has been divided into three stages and expected to be fully operational by 2020. Admission of students on medical diagnosis is no longer a topic of discussion according to the policy guidelines. Students have the rights to admission with disabled children receiving highest priority (Sheikh, 2015). Dubai Universal Accessibility Code is a government operational agency tasked with the duty of ensuring the disabled have comfortable access to any premise. This agency ensures that old or disabled get similar amenities without discrimination for both public and private schools (De Leon, 2017).

According to Srivastave et al. (2013) children with disability are sometimes forced to undergo some extreme conditions right from the day of admission to the completion of their education. UNESCO (2011) report also showed that disabled children were not getting similar attention like their peers without disabilities. Over the years UAE has shown interest in disabled children access and attendance to education. However, Opertti and Celalcazar (2008) noted that despite public learning interest on disabled children, private learning institutions have remained adamant on the matter. With the inclusive policy on learning the government needs to develop a comprehensive education system to effectively cater for such children.

According to Le Fanu (2014), inclusive education policies have failed to work mainly due to ill-preparedness. Lack of support by a specialist to cater for special education is the main reason to blame for these mishaps. Poor resource allocation in most private has rendered most schools inculcable of supporting students with special needs particularly (WHO, 2016). Most private schools in UAE lack the necessary infrastructure to support students with special needs when compared to their public counterparts. Another common problem in dealing with children

with disability is lack of proper training towards teachers on dealing with children with special needs (Anati, 2012; Beacham and Rouse, 2012). Most teachers were found to have very limited or unspecialized training on handling such matters. With an inclusive policy framework, everyone is entitled to special children caring for all types of children normal or disabled. Dubai Inclusive Education Policy Framework spearheaded by Knowledge of Human Development Authority (KHDA) is currently pushing for itinerant teachers as one of the inclusive education policy.

Dubai private schools readiness to adopt successful inclusion of students with special needs can be evaluated through understanding factors that are necessary for inclusive education programme. Evaluating the school's readiness and preparing it is vital to the institution's success will be based on the following variables:

- a) The school's administration should be familiar with the inherent factors within the institution that may hinder the success of the programme. Some factors that can pose obstacles to starting the programme include poor administrative control, inadequate teachers, parents' resistance, inadequate funds, and lack of school infrastructure (Ison et al., 2010). For the programme to succeed, it is important to prevent or resolve these concerns at the start. Supporting all teachers and administrative staffs is needed to effectively implement the programme.
- b) Preparing the teachers. The administrator may arrange small group meetings with teachers and present the programme formally. The teachers should be allowed to freely express ideas and apprehensions throughout such meetings to enable them to clarify any doubts and get correct answers (Forlin and Chambers, 2011). Some of the factors that cause harm when launching inclusive practices include negative attitudes and poor teacher preparation.

According to Gaad (2011) to have an effective inclusive education, it is crucial to ensure that teachers are well trained to deal with SEND students. Specialization and teaching approaches need to be efficient to assist and guide SEND students. To inspire and motivate the teachers, the school can invite specialists and practitioners working in the field and share real good practice examples that have been successfully adopted elsewhere. The school should at least provide a few regular teachers with specialized training to work with special needs children (Gibson, 2013). Ongoing and short-term in-service teacher training programmes organized by government agencies like NCTE (National Council for Teacher Education) or a local (NGO) Non-government Organization may be beneficial. Step by step, these skills should be taught to every teacher working in the school.

- c) Preparing the Children. In the same way, that teacher preparation is vital to the success of the programme, every child in the school should be informed of its purpose and those attending it. It is important to present the children with the facts and ensure that the sensitization is ongoing. Continuous support is vital for children to appreciate and respect various special needs and abilities of children (Anati, 2012). Some of the steps that may be considered or undertaken by the school include informal class discussions, storytelling, and having the children attending the programme share their experiences. Teachers must present information to every child factually and project the programme as fundamental to the school.
- d) Preparing the Parents. Every parent with a child or children in the school should go through orientation and sensitization to make sure that they fully cooperate. Some ways of educating parents on the importance of such a programme include interacting with experts and holding meetings with teachers and administrative heads (Gibson, 2013). During these interactions, it must be emphasized that the presence of special needs children in the class will probably

enhance the teaching-learning experience of every child and help in their full development and growth. Parents participating wholeheartedly is vital to the success of any programme (Alzyoudi et al., 2011)

- e) Infrastructure. The school should make basic infrastructure changes based on the kind of special needs the institution is expected to admit. Some of the infrastructural changes that a school can make include fences, building ramps, disability-friendly lavatories, and enlarged sign boards (Thorpe, 2010). Nonetheless, if the school is likely to only admit children with learning disability, these may be unnecessary. Offering facilities for speech therapy, occupational therapy and physiotherapy are favorable within the school environment. However, these must be considered as requirements for starting the programme. As aforementioned it may be a good idea for the school to create a room selected within the school to execute the functions of the programme throughout the early stages. Such a room may be called 'The Resource Room', which every child in the school can identify as somewhere some of them spend some school time learning and performing activities. Creating such a place is a creative and interesting way that can promote positive thinking and behaviors, and discourage teasing or dislike from the school children (Ison et al., 2010). Encouraging every child to walk into the room and utilize it may be a great idea since it alleviates their curiosity to use their time to do interesting activities. The room must be situated centrally and not intentionally hidden from the school's main buildings and activities. It is important to note that the room should not be built richly. A basic, simple and children-friendly environment may be more useful and accessible. Also, the teachers may use the room for storing teaching aids, brainstorming ideas, learning new teaching methods and exchanging children information (Gibson, 2013).

1.2 Research questions

The current study main purpose is to understand the readiness to adopt successful inclusion of students with special needs by Dubai Private Schools. The study will aim to answer the following questions:

1. Are Dubai private schools prepared to adopt inclusive education to cater for SEND students?
2. What are the challenges that may face Dubai private schools readiness to adopt inclusive education?
3. What are the inherent factors that can encourage Dubai private schools to adopt inclusive education?
4. What could be recommended to support Dubai private schools readiness for inclusive education?

1.3 Rationale of the study

Supporting children with special needs is a dedicated task requiring some form of special training for the teachers. Children with special needs often require direct, special assistance, the immediate address of their needs, appropriate access to curriculum and equal progressive opportunity with other students. Private schools teachers support has received so little support in the last few years. Opertti and Belalcazar, 2008) maintains it is upon the government's responsibility to ensure that both public and private learning institutions are well equipped to cater for disabled children's needs. Dr. Eman Gaad argues that the UAE has a lot of work to do to have full inclusion despite the UAE having signed and ratified the UN Convention on the right of persons with disabilities in support of inclusive education (Pennington, 2014).

Children with special needs require special amenities in all their lives to make their learning comfortable. From writing materials to toilets or stairs all areas should be made easily accessible.

Private schools in Dubai should be ready to accommodate all children respective of their needs according to KHDA. They should provide an equitable learning environment to all students including those with special educational needs and disabilities (SEND). According to Thorpe (2010), most private schools lack the required technology to assist these students hence little interest in assisting these students. Inclusive training should also be made mandatory to all teachers respective of the teaching area. Most private teachers refer to disabled children training as non-validated in-service training. Many lack knowledge of their specific learning needs despite being responsible for supporting such children. Private schools are significantly underprepared for effectively managing students with disabled needs. Inclusivity of education policy aimed at promoting social coherence is very important in guaranteeing protection and rights of any groups in the society respective of their status. Private schools should be willing to support and provide the necessary infrastructure necessary for supporting these children (Beacham and Rouse, 2012).

According to Clarke (2017), Knowledge and Human Development Authority (KHDA) inspection for private school programmes has laid special emphasis to the UAE National Agenda to promote moral education and ensure SEND students are receiving a quality education. Over the years, Dubai private schools have had an overall improvement, and the UAE School Inspection Framework is determined to stand out in the education sector by the Golden Jubilee Year of the Union in 2021.

Compared to private schools, Dubai public schools are well equipped with the necessary resources to cater for students with special needs more than their private counterparts. Empirical evidence indicates that public institutions are more willing to include these students. They have the resources, attitude and correct curriculum to cater to these student's needs. However, the current study will concentrate on private schools. Anati (2012) stresses on the need to focus on private institutions towards the inclusion of special students into their institutions. Private schools in Dubai control a considerable amount of learning percentage in Dubai. The study is among will contribute both theoretical and practical knowledge that will be used by the UAE education sector towards preparing private schools for inclusive education.

1.4 Organization of chapters

This current study comprises of five chapters. The first chapter, the introductions discussed the background, research problem and the research questions. The next chapter, literature review will look at existing literature of inclusive education. This chapter will discuss concepts, theoretical elements and empirical studies showing private schools readiness to adopt inclusive education. The third chapter, research methodology will look at the methods and philosophical study perspectives. It will look at the methods utilized to collect relevant data and the administration of data collection. The fourth chapter, Discussion, Results, and Findings will point out the data collection findings and results. It will also analyze the relationship of the independent variables on the selected dependent variables. The last chapter will make solid, reliable and viable conclusions. Recommendations will also be given to future researchers and sector stakeholders.

CHAPTER TWO: REVIEW OF LITERATURE

2.1 Introduction

There have been numerous studies conducted attempting to look at inclusive education. This chapter will explore existing literature on the subject by reviewing studies carried out in the last decade focused on inclusive education. The first section will look at the historical development of inclusive education. The second section will elaborate on understanding what inclusive education entails. The third will look at the impact of teachers' training on teachers' attitude towards inclusion. The final section will elaborate on teacher's readiness and attitudes towards inclusive education.

2.2 Historical development of inclusive education

Education for the disabled has been met by numerous challenges starting from neglect, private tuition, institutionalization, separation, normalization, deinstitutionalization and finally inclusion (Wam, 2017). In the 17th-century disabled people were largely considered as socially and physically incapable. They mainly faced rejection and stigmatization from both their families and community. Lack of proper education and understanding on the disabled caused this group to suffer neglecting and rejection from their people. According to Ahsan et al. (2012) disability was mainly linked to witchcraft, curses or punishment from God. Others associated it with some form of the contagious disease which made them to completely neglect this group.

Both the families and communities had not realized their role towards the disabled, isolation and dereliction remained the key guiding principle by then. Even in ancient Europe, a child born with a disability was thrown in the bush because it was considered as a curse to the family and community (Alquraini and Gut, 2012). The community was not ready to live with a disabled person by any chance. The families of the disabled beard the greatest wrath as a result

of humiliation. It was even difficult for people to marry from a disabled family mainly due to prejudice associated with disability (Brackenreed, 2011). This negative attitude negatively affected the disabled to a tune that students with a disability could not learn in a comfortable environment like their counterparts with no challenges.

People with disabilities were ushered into a new era in the 18th century which introduced them to private tuition learning (Florian and Rouse, 2009). Due to stigmatization families had begun offering private tuition to bright children in the backyard of their homes. Trough invention and embracement of children with disabilities people began understanding how to deal with children with disabilities (Beacham and Rouse, 2012). Sign languages, braille, walking sticks, guiding sticks and many other inventions started slowly changing families and communities mindset on the disabled. Disabled people were provided with technical aspects which made them partially independent.

The long journey the disabled had to undergo demonstrates how commitment and strict policy can change the world. Institutionalization in the 19th century saw the housing together of children with special needs a move supported by the community (Alquraini and Gut, 2012). Such move was aimed at ensuring the disabled get the most quality care treatment and corrective rehabilitation to make them feel part of the society. However, this kind of rehabilitation did not focus on general human rights but rather on rehabilitative medical care (Alzyoudi et al., 2011). In the beginning, this was thought to be the perfect solution to the disabled. However, the whole initiative failed as children were abandoned and neglected to cause them to become asylum. Both the families and communities seemed to have gotten an opportunity to do away with what had been disturbing them for long (Ison et al., 2010).

Deinstitutionalization, regular education initiative, least restrictive environment, integration, inclusion, and community-based rehabilitation are some of the key policy moves that have helped in building this process. De-institutionalization supports that those with disabilities be freed from confinement institutions and taken home to their local community environments. Literature underlines the importance of children being within their communities, rather than being away from the family. For instance, children can be placed in special classes within normal schools (De Leon, 2017).

The UAE has placed different Units (i.e., the Deaf Unit, the Blind Unit, etc.) attached to different primary schools. Others are placed in small homes attached to normal schools, which act as Rehabilitation centers. However, these movements have not eradicated the problems (Wam, 2017). Among the problems not eliminated includes low academic expectations because of competition and unfavorable classroom and competition.

MOE (2010) brought a dynamic shift when it changed its focus from a "Medical Welfare" perspective to a more specific focus "Human rights." This memorandum was biddable by all member states with which the UAE is a member state (MOE, 2010). Wam (2017) summit on inclusive education system at all levels mainly stressed the importance of fair grounds for all students respective of their physical, social and psychological status. In UAE public schools are well equipped with the necessary resources to cater for students with special needs more than their private counterparts (MOE, 2010). Private schools in UAE contribute a significant portion to entire education system hence the main focus on these schools (Gaad and Khan, 2007).

2.3 Understanding inclusive education

Inclusion started in the 1980s as a special education initiative in Europe and the USA. It was intended for students with special needs or disabilities (Ainscow and Sandil, 2010; Ahsan et

al., 2012). Today, close to four decades later, schools are going through changes as educators, societies, politicians, and parents seek to prepare for the new 21st century promises and challenges. The ongoing challenge of inclusion is how special needs and disabled students keep on fitting into this future. The latest challenge is making inclusive practices continuously accessible to everyone, globally (Ahsan et al., 2012). Literature dating one decade back recommended that interpersonal variables are the key to improving educational support for many special needs or disabled students. According to Gaad and Almotairi (2013) supporting SEND students raises a lot of challenges because there is need to have an ideal supportive mechanism, e.g., special training to teachers, provision of facilities, etc.

Thorpe and Azam (2010) gathered views from students, teachers, and parents in the UK and analyzed them through a qualitative method. The results showed differences and similarities of view. Every group reported that transferring students with special education needs from special to mainstream environments offers positive social and social benefits. Teachers agreed that sharing expertise, changing attitudes and values is vital. Their main issues were organizational (timetabling, curriculum and planning). Although every group underlined some social and academic challenges, students recorded higher rates of social issues (Thorpe and Azam, 2010). The students, teachers, and parents agreed that student progress is a key indicator of effective inclusion. Parents were more focused academic progress while students focused more on social progress. Srivastava et al. (2013) agree that for inclusion to be successful, parents and teachers identified supportive communication and good preparation/planning as necessities.

Polat (2011) established that although teachers felt that inclusion was desirable, they did not find it viable. For both private and public schools, there are various elementary/high school level factors that have a major impact. Alzyoudi et al. (2011) add that these include large class

size, lack of training awareness to handle the special needs students, huge curriculum content, strong time framework and strong curriculum. The study of Polat (2011) established that general educators were inadequately aware of the issues pertaining the policies and provisions made for the special needs population

Le Fanu (2014) carried out a study seeking to look at how general education teachers viewed inclusion. It involved 50 regular teachers who were given comprehensive interviews by pre-service education trainees. The majority of the findings showed that inclusion was a practice in every school. However, not every teacher was actively involved although special needs students were mainstreamed into the classrooms. Le Fanu (2014) identified various inclusion educational models, although every school appeared to interpret and vary inclusion exclusively. Although the views of teachers on inclusion were favorable, there were various inclusion-related difficulties identified. As also supported by Beacham and Rouse (2012), these include the school environment, size of the class, behavioral concerns, shortage of professional support and teacher knowledge in educative practices. Teachers gave a varying yet rather unclear picture regarding their view of the concept of inclusion (Le Fanu, 2014).

A study was carried out in the UAE looking at the views and experiences of primary school teachers in adopting the Inclusive Education Policy in regular schools (Bradshaw et al., 2004). The study chose six primary schools, where a total of 77 teachers were given questionnaires and 12 in-depth teacher interviews. The study findings showed that majority of the teachers were in support of the Inclusive Education Policy and were ready to successfully implement it. Nonetheless, the teachers pointed out that there should be an attitude change in school leaders, teachers, parents, and peers to help special needs children. Majority of the teachers felt that there should be created more awareness of the concept and significance of

inclusion. Gaad and Khan (2007) agree that there teacher awareness on the inclusive classroom is important.

In one Dubai-based study conducted by Gaad and Khan (2007), regular teachers termed their inclusive education program as "changing experiences" for them. In their understandings and attitudes, it was a complete change for teachers to educate special needs children. However, they articulated the reality to implement the inclusive program. The teachers had learned and increased confidence in teaching and developing a positive rapport with special needs children. They got full support from the school administration and subordinate staff. Nonetheless, other regular teachers in support of inclusion were choosy in the kind and level of special need that they felt they could tolerate.

A different study conducted by Alghazo and Gaad (2004) reported that many regular teachers felt happy teaching learners with sensory, moderate learning, and physical disabilities. Nonetheless, they would exclude learners with emotional, behavioral and severe disabilities because they felt that such learners were hard to work together with or teach. Particular teachers indicated that it could be less problematic teaching a student with an identifiable special need than one with an unidentifiable one. Other teachers preferred teaching students with moderate special needs. The findings of the study supported other studies that established that teachers show more positive attitudes towards physically and socially disabled student, than those with behavioral or academic disabilities. As Srivastava (2015) agrees, it seems that particular special needs students are considered easier to teach than others.

Looking at a private school in the UAE, Gaad and Khan (2007) further showed positive teachers' attitudes towards inclusive education. In both inclusive and integrated schools, teachers

were very sensitive towards the academic needs and the inclusion of special needs students. The findings showed that the work of teachers was wearing and not all were able to handle such children. Inclusive schools teachers appear to be more flexible in offering students with a warm and encouraging socio-emotional classroom environment.

In a study comparing Australian and Singaporean teachers, Srivastava (2015) reported that Australian teachers showed more positive attitudes towards inclusive education. They were more positively willing to include special needs children who needed to be accommodated socially and physically. The study found one background variable, which considerably connected into Australian teachers' attitude towards inclusion. This variable is the "Knowledge of Disability Discrimination Act." Regarding Singaporean teachers, the study found two variables that connected into their attitude towards inclusion. A positive relationship between age and Singaporean teachers' attitudes recommended that the older teachers showed more positive attitudes towards inclusion. As an earlier study by Operti and Belalcazar (2008) also showed, there is a positive relationship between teaching in special education and confidence to teach special needs students.

2.4 Teacher's readiness and attitudes towards inclusive education

The analysis of Thorpe and Azam (2010) involved the presentation of a 3-year study investigating the attitude of mainstream teachers' towards inclusive education in an England-based Local Educational Authority. The study adopted a mixed research method. The first part (quantitative) involved a survey showing that students with major special needs in mainstream classrooms trigger positive changes in the attitudes of teachers. The second part (qualitative) involved comprehensive case studies of 2 schools, which explored the concept of inclusion

holistically. The qualitative results showed that there are differences between inclusion (understood as ‘participation’ & ‘belonging’) and integration (understood as ‘participation’). This was underlined by students' descriptions of mistreatment within the inclusive schools. The study recommends that for schools to successfully achieve inclusion, they should restructure to support the individual and learning needs of special needs students. Le Fanu (2014) further stresses the need for schools to restructure to support the individual and learning needs of students with special needs.

A Dubai-based study was carried out looking at the attitude of regular education teachers' and special education teachers' towards inclusion and other connected matters (i.e., mutual respect, accommodation, teaching strategies, learning capacities, co-teaching, instructional planning, etc.) in inclusive classrooms (Gaad and Khan, 2007). The results of the study revealed a major variation between how regular teachers' and special education teachers' view co-teaching. The study did not find any major variations on the other matters listed above.

A study was conducted in Sharjah examining special education and regular teachers' attitudes towards integrating special needs students in schools (Alghazo and Gaad, 2004). The aim of the study was to show possible variations in the attitudes of teacher's when various special needs are involved, and when issues like the ideal time to integrate, and the most beneficial area for integrated students are brought into play. The results revealed that even though both special education and regular teachers showed neutral attitudes towards integrating special needs, regular teachers showed more positive attitudes towards integrating special needs students in schools. Furthermore, Alghazo and Gaad (2004) established that the younger and inexperienced teachers showed more positive attitudes towards integration of special needs in schools. There was no dissimilarity between the attitudes of female and male teachers. Regarding

the ideal time to integrate, the views of teachers only varied rarely, with regular education teachers showing more positive attitudes towards early integration. Regarding the most beneficial area for integrated students, the views of the special education and regular teachers only varied rarely. Special education teachers' only perceived the social benefit of integration.

A study was conducted in Bangladesh involving 155 regular education primary schools teachers (Mullick et al., 2012). The researchers carried out a survey looking at their attitudes towards inclusive education. The case studies were schools actively implementing Inclusion programs. The analysis disclosed that the regular education teachers showed positive attitudes towards inclusion. Teachers actively involved in training students with special needs had considerably positive attitudes than those with little or no experience. The study also showed the significance of practical long-term training in creating positive teacher attitudes towards inclusive education. Le Fanu (2014) also showed the importance of practical long-term training in generating positive teacher attitudes towards inclusive education.

By large, attitude is a reflection of an individual's central beliefs (Alzyoudi et al., 2011). Attitude influences an individual's thoughts and behavior. Understanding the beliefs of a person is the key to understanding and appreciating their attitudes. People's attitudes cause most social problems and bullying (Beacham and Rouse, 2012). The attitudes, experiences, values, and beliefs of teachers' impact how they are committed to teaching special needs students in normal classroom environments. The attitudes of teachers towards inclusion are also impacted by the size of the class, lack of adequate resources, and lack of adequate training (De Leon, 2017). There are various teacher-related variables that impact their attitudes towards inclusive education. These include age, professional experience, the grade taught, and special education credentials attained from pre-service or in-service training courses (Florian and Rouse, 2009).

Encouraging of students with disabilities is another critical factor that also needs strictly to be considered. Persistence focus on performance can cause negative learning impacts to these students. They should be motivated to learn and not pressured to perform to reduce the likelihood of dropping out which is common behavior for most of these students. Bradshaw et al. (2004) noted that Individual student support is also essential for successful implementation of inclusive educational practices. To make it more effective learning should be directed towards meeting particular needs of these students (Hassan, 2008). Private schools need to adopt a positive attitude towards inclusive learning. They should encourage the development of support groups within the school for other students or parents to support this process.

2.5 The impact of teachers' training on teachers' attitude towards inclusion

Teaching needs strategies and abilities, and formal and informal training prepares teachers' to be confident in instructing students (Ferguson, 2008). Literature indicates that teachers feel that they are not given training strategies to help them teach special needs children (Gibson Jr., 2013; Forlin and Chambers, 2011). Teachers recommended that workshops/seminars on instructional changes for special needs children were required. There should be ongoing pre and in-service training focusing on the positive attitudes that will help teachers successfully educate and collaborate with special needs children (Harvey et al., 2008).

There are innovative practices (i.e., dual certification) that can better prepare teachers to successfully cater for the needs of special needs students in an inclusive setting. Positive attitudes stem from the teachers with professional certificates, training and higher education levels on special needs (Hettiarachchi and Das, 2014). Therefore, teacher training must be a focus for both in-service and pre-service teachers. The results of a study looking at the impact of an inclusion course on the attitudes of teachers revealed a significant change in teaching upon

completion (Hodkinson, 2006). Teachers feel that further training was required to better prepare them for classrooms with inclusive environments.

There are mainly two factors that contribute to the negative attitudes of teachers towards inclusion. These are lack of adequate training and unawareness of special education (Ison et al., 2010). The results of a school district study showed that notwithstanding the intention of inclusion, the district did not understand and adopt the inclusive education programs. The findings showed that teachers lacked training and struggled to use successful instructional strategies to educate special needs students (Johnstone and Chapman, 2009). A regular teacher only got 2-hour in-service training, which failed to give adequate knowledge to learn curriculum instructional strategies owing to the restricted time.

For inclusive education to succeed, regular teachers should be adequately trained to be able to teach and collaborate with special needs students. A study carried out in the UAE reported that regular teachers lack enough confidence to work with special needs students because of the narrow training and knowledge (Alghazo and Gaad, 2004). The results also showed that no regular teacher had a single course in-service workshop on special education. Owing to this, teachers who were educated earlier felt that they were unprepared to successfully handle students with special needs. Narrow training made teachers who were unsatisfied with implementing inclusive education programs feel overwhelmed (Sheikh, 2015).

A study conducted in the UAE revealed that teachers were frustrated, burdened, fearful, and inadequate since they failed to believe that they can cater for the needs of special needs children in the class (MOE, 2010). Overall, many studies conclude that the main factor behind teachers having positive attitudes towards inclusive education has a support system in position. If

teachers have positive attitudes, special needs students get more academic opportunities with their peer group (Operti and Belalcazar, 2008). These students will most likely have maximum benefits. Teachers should know the benefits of including special needs students in the classroom and how it can succeed without loading them with more work of overwhelming them. The attitudes of teachers can also be more positive with more positive experiences with special needs students in the classroom (Polat, 2011).

Literature reports that unprepared teachers feel overwhelmed taking charge of accommodating students with special needs. Such teachers assume that it is the responsibility of special education teachers (Srivastava, 2015). As a result, there is no room for collaboration. The literature recommends that there should be more communication and collaboration between special education and regular teachers to create positive attitudes towards inclusion (Le Fanu, 2014). Communication and collaboration need to be a key part of any educational system (Polat, 2011).

Literature shows that the attitudes of teachers towards inclusion are influenced by the educational level of the teachers (Mullick et al., 2012). Interestingly, negative attitudes towards inclusion of students with special needs are more in the highly educated teachers. Literature also shows that teachers who were educated earlier, with many years of experience, showed negative attitudes towards inclusive education (Kilanowski-Press et al., 2010).

A stakeholders meeting involving teachers, parents, students with special needs, their caretakers and which was sponsored by Dubai Schools Inspection Bureau came to the following common conclusion (Hassan, 2008). All barriers hindering guarantee of inclusive education to children with disability in all section of education should be completely done away with

(Bradshaw et al., 2004). The meeting reached a common conclusion that no child should be denied his/her right due to any physical condition. By the end of the meeting it was agreed that each child has a right to a quality education in his or her school of choice, it was wrong to separate students based on their physical conditions, schools should work together towards developing necessary skills for all children to live and work in real world (Arif et al., 2006). Every child is entitled to be part of society contributing the important values that brings diversity to all.

CHAPTER THREE: METHODOLOGY

3.1 Chapter overview

This chapter will provide extensive explanation and discussion of the research methodology as well as the research approach adopted in the study. The chapter will provide a discussion of the philosophical assumptions adopted by the study for the research approach before further proceeding on to specifying methodological considerations.

3.2 Research approach

In carrying out research, there are two main approaches that can be adopted. The first is inductive using qualitative methods and the second is deductive using quantitative methods. To begin with, in the deductive approach, the researcher aims to test an existing theory or hypothesis based on the new findings acquired from the data analysis process. Babbie (2010) explains the theory created in the process of carrying out the study should be tested thoroughly to appraise its consistency with earlier theories that relate to inclusive education. Since past studies (such as McGencey, 2011; Rasinski et al., 2008 and Reis et al., 2008) addressing reading program upon student's reading achieve with the teachers can aid in developing new knowledge, thus, the current study used the inductive approach to a lesser extent. According to Eriksson and Kovalainen (2008), this approach involves developing a new theory based on the data analysis.

The current study adopts the use of a mixed methods research design to warrant a stronger and more comprehensive study. Thus, the current study used both qualitative and quantitative data to meet the objectives of the study. In the context of this study, as explained by Sachdeva (2009), quantitative data comprises numerical data that can be examined through the use of mathematical techniques and presented in graphical form. The current research partly

chooses quantitative data due to the need of engaging in accurate measurement of the underlining variables.

On the other hand, according to Jha (2008), qualitative data comprises a description of circumstances, events, and perceived behaviors. Qualitative data can be acquired from the beliefs, experiences, thoughts, and attitudes of others. The current research considered qualitative data to be very suitable in giving a comprehensive understanding of Dubai private schools readiness to adopt successful inclusion of students with special needs. Most researchers will adopt mixed methodology because it is extensive as it covers a wide range of data. More so, it is stronger and more valid compared to other methods of study. A mixed methodology is very challenging because there can be challenges when it comes to combining these two methods especially if the researcher does not know how to use both of this method. Survey questionnaires have received criticism given that they result in the collection of superficial data. Given this, the current study overcame this limitation by ascertaining that the survey questions covered every aspect as per the research objectives (Saunders et al. 2012).

The mixed methodology is exceptionally subject to the examination inquiries to the replied. It is likewise normal for the kind technique and instruments utilized for information gathering; the exploration inquiries of this study (Yin, 1993). The overview methodology would allow the accumulation of information from a sizable respondent base, the utilization of shut inquiries, which would improve the quantitative evaluation of the relationship between the variables of the study (Sekaran, 2003). This study adopted the use of science design research as its subsequent methodology in this subsequent research. Cooper and Schindler (2003) defined science design solution as a process whereby both ingenious and purposeful solutions are created in a situation normally referred to as artifacts. This is mainly aimed at bringing a solution to

specific problems. The study found the science design research guidelines offered by Sekaran (2003) as unreliable for offering an excellent starting point for guiding this entire research process.

3.3 Research Approach

According to Marsh and Furlong (2002) ontological and epistemological positions are more implicit than explicit and they shape the approach to theory and methods used in a study. According to Seale (2007), "An ontology is a philosophical belief system about the nature of social reality-what can be known and how". Examples include: is the world we live in follows a pattern and is predictable? Or is it continuously evolving through human interactions and rituals? According to Blaikie (2000), ontology is the science or theory of being and concerns questions about the reality of the world we live in. A researcher's ontological assumptions impact topic selection, the formulation of research questions, and strategies for conducting the research.

Whereas epistemology, according to Seale (2007) is a philosophical belief system about who can be a knower (Easterby-Smith et al., 2008). It helps the researcher understand the nature of reality and adopt appropriate research methods for the inquiry all the while considering the limitations in obtaining knowledge. The researcher's ontological and epistemological positions form the philosophical basis of a research project. This philosophical foundation impacts every aspect of the research process, including topic selection, question formulation, method selection, sampling, and research design.

According to Marsh & Furlong (2002), epistemology is the theory of knowledge and assumes that objectivity is possible. This study will employ an epistemological approach. The researchers' epistemological position reflects the "view of what we can know about the world and how we can know it." Therefore, the epistemological positions will enable the researcher to

answer the research questions. An epistemological approach has proved successful in numerous studies and has been used to achieve the research objectives.

3.4 Sources of Data

The researcher intends to use both primary and secondary data. Data acquired from the opinions or works of other scholars are identified as secondary data. For example, finalizing of research writing can include secondary information that has already been administered by another person (Creswell, 2010). Also, studies taken on a statistical examination can include secondary data. However, there is a way that this kind of data has been explained by its use instead of its natural nature. Secondary data to support the study is gathered from credible websites, databases, journal articles, books, and reports. Primary data is collected for both the quantitative and qualitative methods.

3.5 Data collection instruments

Data collection instruments make up a vital part of any research study. Therefore, Easterby-Smith et al. (2012) maintain that they must be cautiously selected. Since the current study has adopted a mixed methods design, it was required to select instruments appropriate for qualitative and quantitative data. Given this, the researcher adopted questionnaires to enable qualitative data to be collected from companies making up the study sample. About the research design, the researcher posed closed-ended questions to increase response objectivity and make sure that the data gathered was comparable.

On top of the demographic section, the researcher used different sections for every research objective. The researcher will distribute the survey forms to every institution that made

up the study sample. Respondents will be given one-week duration to finish the survey which was essential to increase the response rate. On the other hand, the researcher used interviews. Semi-structured interviews were utilized to ensure higher questioning or clarity flexibility and to enable easy qualitative responses comparison. The researcher carried out face to face interviews with a regular time of thirty to fifty minutes. To avoid or reduce disrupting busy work schedules, they were set for weekends.

Structured interviews and questionnaires selected for this study will be conducted with the selected population. The objective using interviews and survey questionnaires in data collection is to effectively address the research questions as mentioned in chapter one (Cooper and Schinder, 2003). The use of the survey questionnaire will further strengthen the findings of the study. For the survey questionnaire, aimed to gather data from the parents to gain knowledge on Dubai private schools readiness to adopt successful inclusion of students with special needs.

With interview as the method of data collection, the researcher will assess the readiness of the schools. The study chose the semi-structured interviews as it was found to be the most suitable in this case as compared to structured interviews, which tend to be pre-fixed with specific questions and certain answer options. There is personal interaction with the respondents in semi-structured interviews as well as it allows room for flexibility which gives the respondent opportunity to clarify or explain his/her answers; this is very important as the interviewer also gets a chance to clarify some of his/her questions if need be.

This explains why the researcher candidly opted for a mixed methodology. Another advantage in using semi-structured questionnaire is that the research topic can be explored in great depth hence yielding much more rich data. With the interview as the method of data

collection, this means that the interview has been granted humongous opportunity to steer the whole interview process to the full potential hence creating room for new ideas to be presented.

There are many important dimensions in research such as ontology, epistemology, methodology, and methods (Seale, 2007). Research question formulation, project conceptualization, and how a study is carried out depends on each of these dimensions. Research methodology and the choice of methods used are based on ontological and epistemological positions and therefore are very important considerations in research (Blaikie, 2000).

3.6 Site and subject selection

This study used sampling techniques to aid in choosing the study respondents. A sample is an illustrative section of a huge populace. Sample features are vital especially in a quantitative method which is applied in this study. The way the model size is created can be applied to display the reliability of the outcome of the study. For research to be efficient people in a certain population must participate in it. Sample size then signifies the number of people elected to be used in the research exercise. Fewer samples can distort the outcome. Adequate sample amount is chosen from huge research through certain technique methods.

The larger the audience, the more the study will be dependable or reliable. The study selected a total sample size of 200 respondents comprising of a variety of participants (teachers, parents and school leaders). The respondents were chosen to take part in the survey through random sampling. The main advantage linked with random sampling lies in the ability to increase the study findings representativeness. On the other hand, the researcher also used purposive sampling for interviews to provide more information on Dubai private schools readiness to adopt successful inclusion of students with special needs

3.7 Data analysis

Qualitative and quantitative data were analyzed using different techniques for analyzing data. SPSS (Statistical Package for Social Studies) and MS Excel Spreadsheets were the two-main data analysis software used to analyze quantitative survey data statistically. Data analysis of both quantitative and qualitative data was carried out using different data analysis procedures. Excel Spread sheets and Statistical Package for Social Studies (SPSS) were the main data analysis methods chosen for quantitative data procedures. Descriptive statistics involving frequencies, mean, standard deviation and correlation analysis were done using the statistical analysis. This was done to establish the relationship between different variables such as time and cost.

Qualitative data analysis done through coding was carried out using the content analysis procedures; this helped in establishing both the similarities and differences that occur in response based on each theme of cost, time and quality. Data analysis immediately proceeded after completion of data collection process. Qualitative data does not contain one single procedure when it comes to data analysis process; one has to learn the process by actually doing it (Saunders et al., 2004). Dividing the interviews also proved to be essential in facilitating the data analysis process. This made it easier to interpret the whole interview process by layers of abstraction resembling the ones used in the development of the preliminary draft model.

Despite the method of data collection failing to adhere to other methods found in the literature, the researcher made sure that the method employed remained comprehensive and systematic. Interviews will be transcribed from the interview recordings, before further proceeding with the transcripts, which were further divided by the pre-defined themes. After the transcription of the interviews, the researcher made an effort to read the transcripts twice before

coming up with a summary of each interview showing the respondents proposed contribution to the model development of each independent theme.

3.8 Procedures for conducting the study

Data collection will be based on the triangulation of the data from interviews and survey questionnaire. MS Word files will be created by the researcher for the interviews, observations, journal entries and documents. All the files will be protected by putting a password. Also, the researcher will save the data on the external device as a back-up strategy. The meaning of analysis context will be used by the researcher as the coding unit of analysis and to also look for description. This implicates that the data is not coded either from sentence to sentence or paragraph by paragraph, but instead coded for meaning.

The researcher will use audio /video recorder to easily retrieve data during the analysis phase. Recording tools that will be used will include Smartphones and voice/video recording enabled devices (Creswell, 2009). As the field of qualitative research augments, the analysis of behavioral and social on the legitimacy of studies that use that type of methodology. Therefore, qualitative examiners use different validation strategies to make the studies rigorous and reliable. The reliability of this study was attained using think rich description, triangulation validation strategies, peer interviews, and researcher reflexivity. The researcher will triangulate the data with the different types of data collected in the study.

3.9 Ethical considerations

All individual parties were warranted that their identity and that of their institutions would stay nameless. The researcher only asked non-intrusive questions and thus reduced access to private or copyrighted information. As well, all respondents were asked to read the information and consent sheet attached to every survey.

3.10 Validity and reliability

In any research study, validity is primarily related to how well the study measures the intended objective (Yin, 2014), which in this study is ensured through addressing of the study objectives. The researcher also discussed the research instruments with study colleagues to assess their efficiency in collecting appropriate data. Accuracy was enhanced through reformulation of unclear or challenging questions.

Reliability defines research results consistency and the level to which they can be duplicated over a given time while using a similar research methodology (Yin, 2014). The current study ensured reliability by randomly sampling the study respondents. Furthermore, the researcher also carried out a Cronbach Alpha Test for the multi-level Likert questions.

3.11 Limitations

Technically, it was not possible to survey all companies because of resource and time limitations as well as the number of Dubai Private Schools in the UAE. Given the survey strategy, the current study adopted a cross-sectional time horizon. A cross-sectional study is similar to a 'snapshot' taken at a specific time where the phenomenon of interest is carried out once (Saunders et al., 2012). The researcher chose a cross-sectional study based on various aspects of potential access to oil companies for a longer duration. As well, this study had time limitations, and so it was not possible for a longitudinal study to be carried out. It was also not possible to accurate answers on key issues like cost and time without carrying out a series of studies. Lastly, the researcher's own bias in choosing surveyed schools based on different evaluation bands was another limitation. However, to mitigate them biasness, the researcher used triangulation of the interviews and survey questionnaire in line with the research objectives.

CHAPTER FOUR: RESULTS & ANALYSIS

4.1 Introduction

The current chapter mainly entails the analysis of the primary data collection which is shown in detail via graphs and tables. The survey was conducted online with a structured questionnaire that would require no more than 6-7 minutes to complete. Those who opted to answer the survey were asked to confirm their comfort that they had read and understood the explanation provided to them in the cover letter and that they voluntarily agreed to participate in this study. The incomplete responses were ignored. Out of the 250 distributed questionnaires, 200 were completely answered. Additionally, the chapter covers the interview findings from five participants purposively selected from the study.

4.2 Section 1 analysis

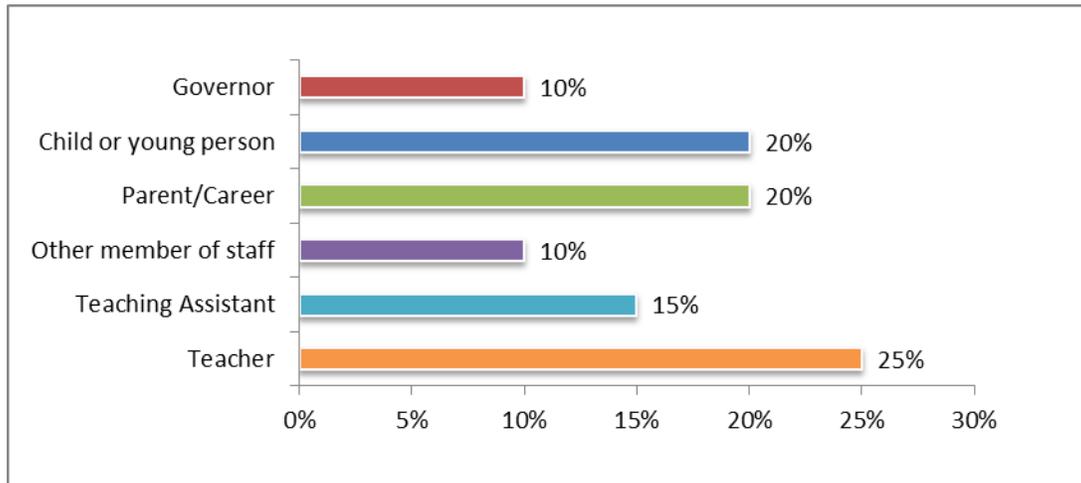


Fig.1: Involvement with the school

Fig 1 above shows the response of the study respondents when asked about their involvement in the school. Out of the 200 respondents who responded, the highest percentage was made up by teachers with 25% (50 teachers). The next percentage was tied between parents/care givers and children/young people with 20% (50 parents/caregivers, 50 children young people). Teaching

assistants followed with 15 % (30 teaching assistants) while the next percentage was tied to other staff members and governors with 10% (20 other staff members, 20 governors).

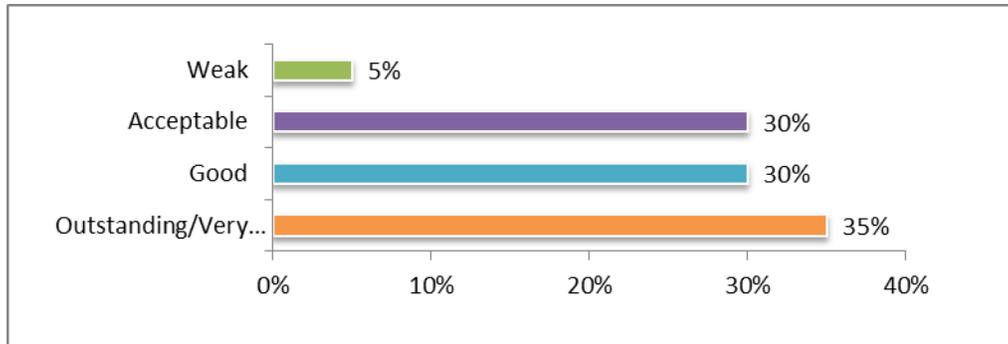


Fig.2: The most recent evaluation of your school

Fig 2 above shows the response of the study respondents when asked to give the most recent evaluation of their school. Out of the 200 respondents who responded, the highest percentage was made up by respondents who gave an outstanding/very good evaluation with 35% (70 respondents). The next percentage was tied between respondents who gave a good evaluation and acceptable evaluation with 33% each (60 respondents each). The remaining percentage was made up by respondents who gave a weak evaluation with 5% (10 respondents)

4.3 Analysis of Dimensions A - Creating an inclusive culture

4.3.1 A1: Building Community

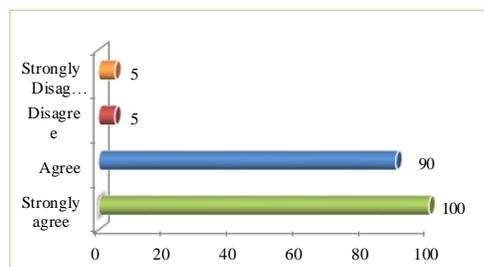


Fig. 3: In your school is everyone welcomed

Fig 3 above shows the response (agreement levels) of the study respondents when asked whether everyone is welcomed in their school. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 2.5% (5 respondents). These results give a clear indication that everyone is welcomed in the schools involved in this study, which show that the schools are committed to creating an inclusive culture and building community.

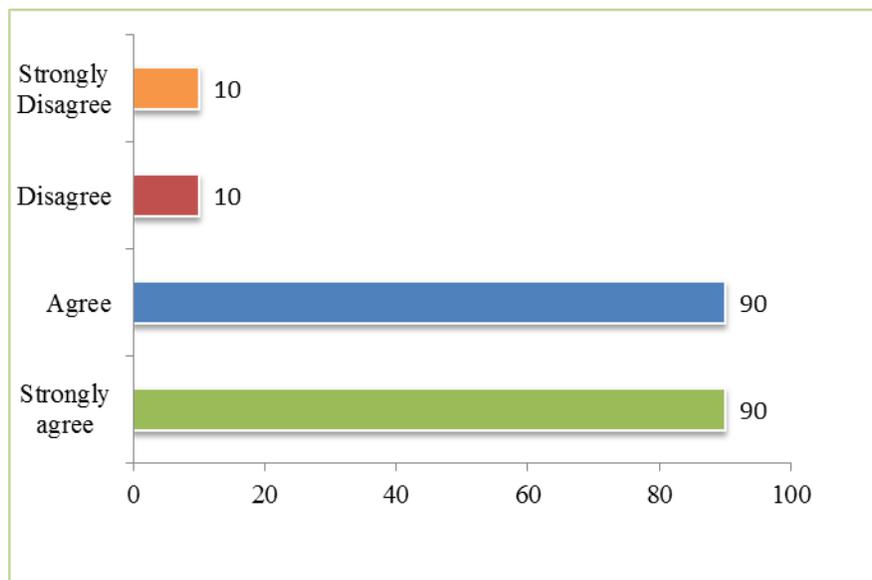


Fig.4 In your school staff co-operate

Fig 4 above shows the response (agreement levels) of the study respondents when asked whether staff co-operate in their school. Out of the 200 respondents who responded, the highest percentage was tied between respondents who strongly agreed and agreed with the remarks (45%, 90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed, with each accounting for 5% (10 respondents). These results give a clear

indication that staff co-operates in the schools involved in this study, which show that the schools are committed to creating an inclusive culture and building community.

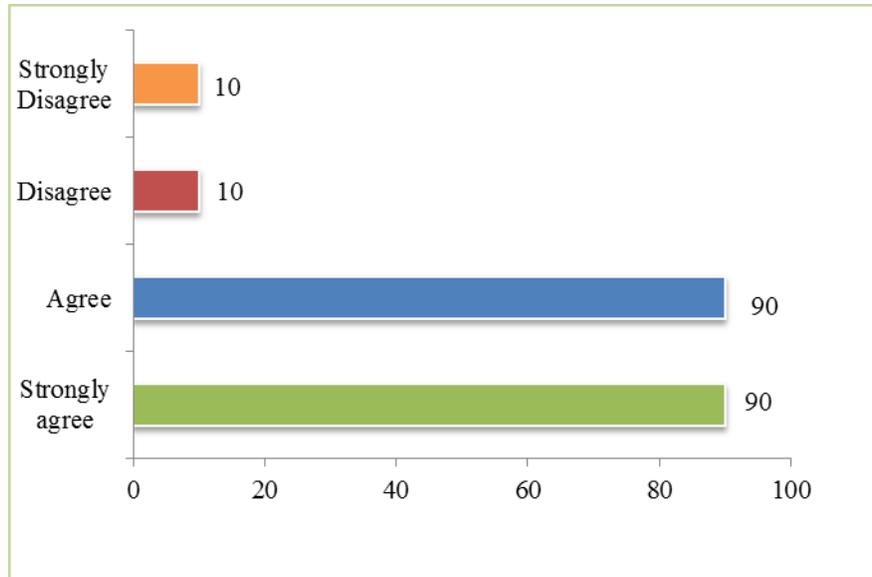


Fig.5: In your school children help each other

Fig 5 above shows the response (agreement levels) of the study respondents when asked whether children help each other in their school. Out of the 200 respondents who responded, the highest percentage was tied between respondents who strongly agreed and agreed with the remarks (45%, 90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed, with each accounting for 5% (10 respondents). These results give a clear indication that children help each other in the schools involved in this study, which show that the schools are committed to creating an inclusive culture and building community.

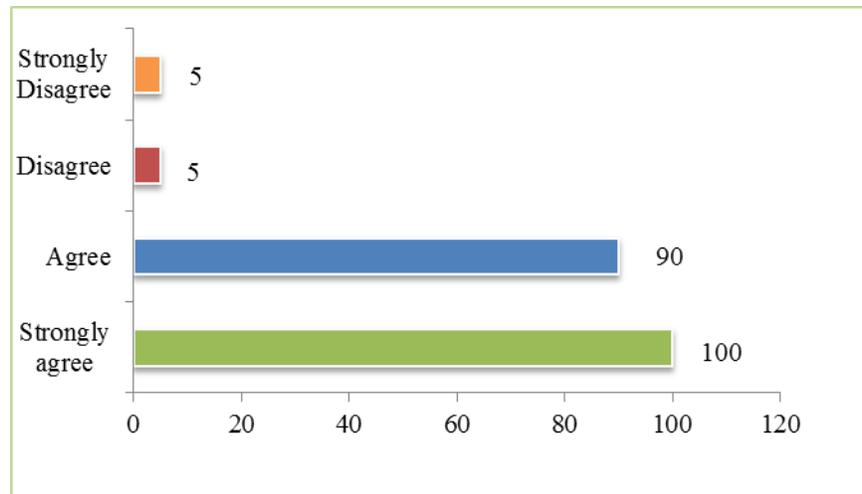


Fig.6: In your school staff and children respect one another

Fig 6 above shows the response (agreement levels) of the study respondents when asked whether staff and children respect one another in their school. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 2.5% (5 respondents). These results give a clear indication that staff and children respect one another in the schools involved in this study, which show that the schools are committed to creating an inclusive culture and building community.

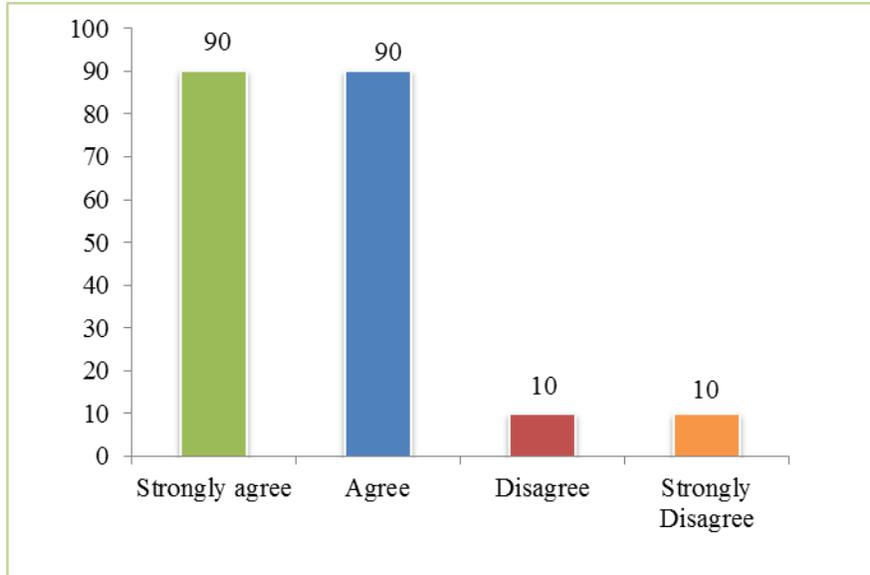


Fig.7: In your school staff and parents/careers collaborate

Fig 7 above shows the response (agreement levels) of the study respondents when asked whether staff and parents/careers collaborate in their school. Out of the 200 respondents who responded, the highest percentage was tied between respondents who strongly agreed and agreed with the remarks (45%, 90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed, with each accounting for 5% (10 respondents). These results give a clear indication that staff and parents/careers collaborate in the schools involved in this study, which show that the schools are committed to creating an inclusive culture and building community.

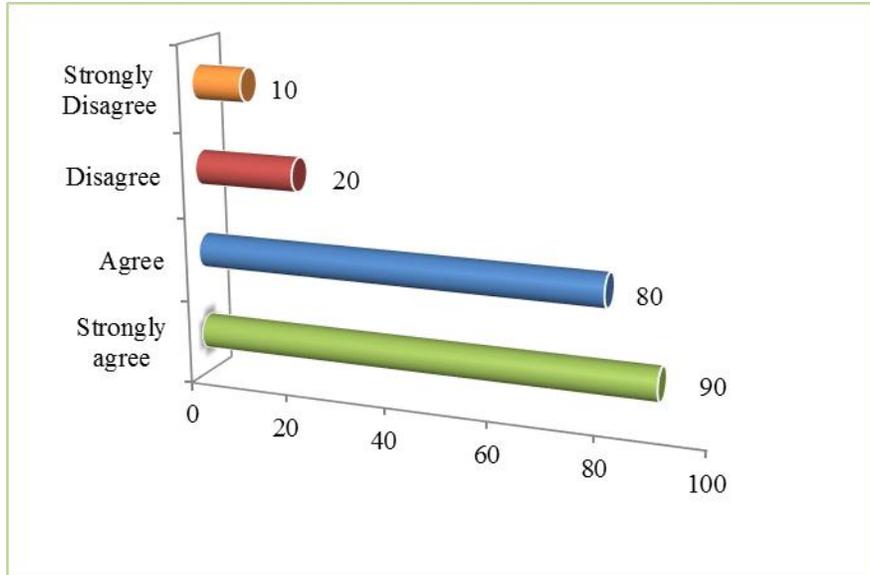


Fig.8: In your school staff and governors work well together

Fig 8 above shows the response (agreement levels) of the study respondents when asked whether staff and governors work well together in their school. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (45%, 90 respondents), followed by those who agreed with 40% (80 respondents). The next percentage was made up by respondents who disagreed with 10% (20 respondents), while those who strongly disagreed made up the remaining percentage (5%, 10 respondents). These results give a clear indication that staff and governors work well together. In the schools involved in this study, which show that the schools are committed to creating an inclusive culture and building community.

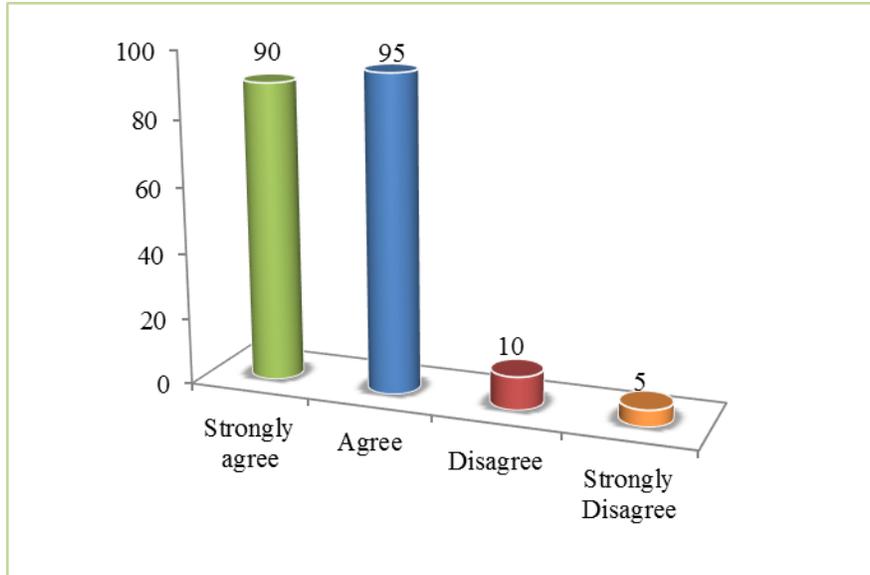


Fig 9: The school encourages an understanding of the interconnections between people around the world

Fig 9 above shows the response (agreement levels) of the study respondents when asked whether the school encourages an understanding of the interconnections between people around the world. Out of the 200 respondents who responded, the highest percentage was made up by respondents who agreed with the remarks (47.5%, 95 respondents), followed by those who strongly agreed with 45% (90 respondents). The next percentage was made up by respondents who disagreed with 5% (10 respondents), while those who strongly disagreed made up the remaining percentage (2.5%, 5 respondents). These results give a clear indication that the schools involved in this study encourage an understanding of the interconnections between people around the world involved. This shows that the schools are committed to creating an inclusive culture and building community.

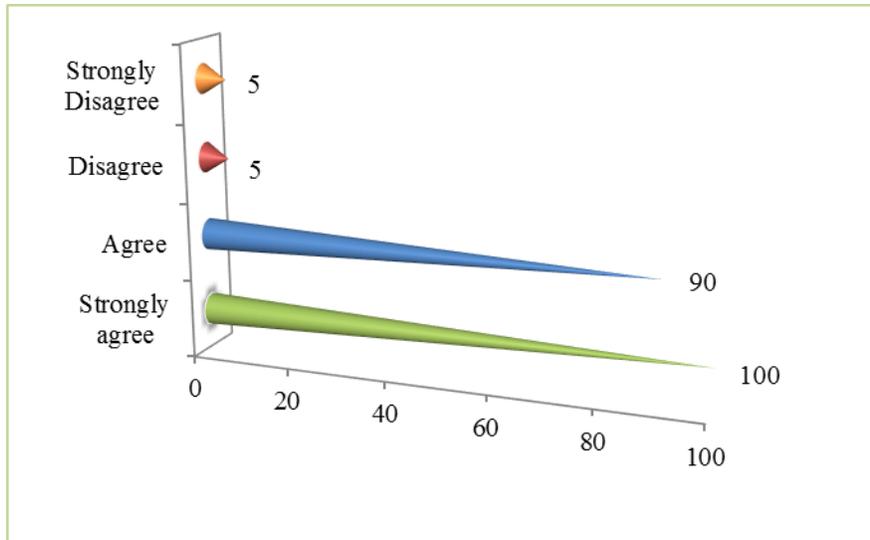


Fig 10: The school and local communities develop each other.

Fig 10 above shows the response (agreement levels) of the study respondents when asked whether the school and local communities develop each other. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 2.5% (5 respondents). These results give a clear indication that the schools involved in this study and local communities develop each other, which shows that the schools are committed to creating an inclusive culture and building community.

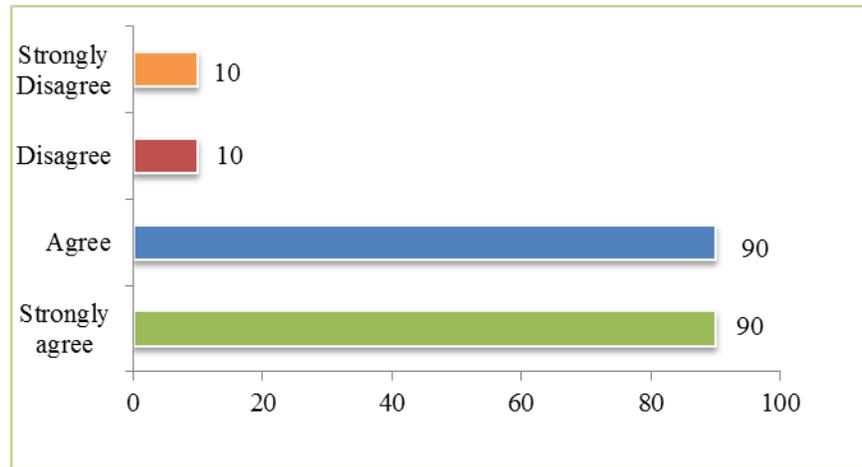


Fig 11: Staff link what happens in school to children's lives at home.

Fig 11 above shows the response (agreement levels) of the study respondents when asked whether staff link what happens in school to children's lives at home. Out of the 200 respondents who responded, the highest percentage was tied between respondents who strongly agreed and agreed with the remarks (45%, 90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed, with each accounting for 5% (10 respondents). These results give a clear indication that staff link what happens in the school to children's lives at home, which shows that the schools are committed to creating an inclusive culture and building community.

4.3.2 A2: Establishing inclusive values

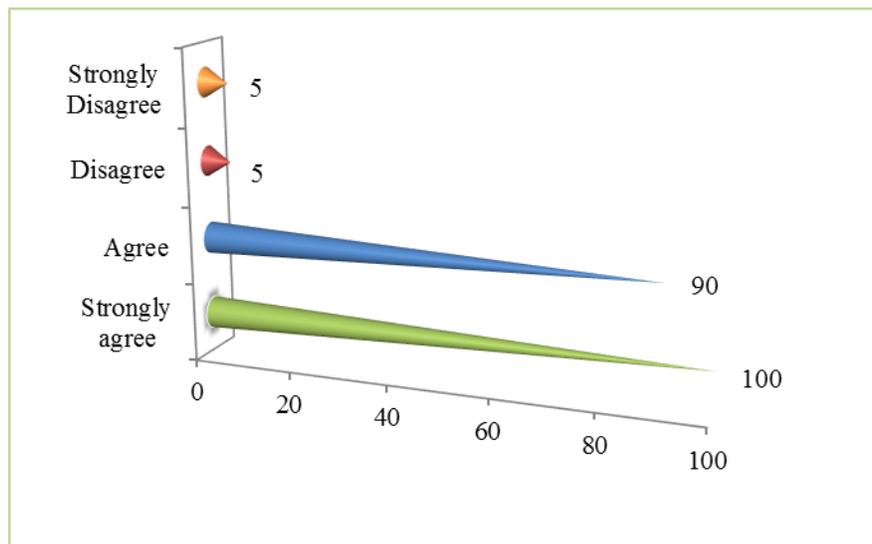


Fig 12: The school and local communities develop each other.

Fig 12 above shows the response (agreement levels) of the study respondents when asked whether the school develops shared values. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 2.5% (5 respondents). These results evidence that the schools involved in this study develops shared values, which shows that the schools are committed to creating an inclusive culture and establishing inclusive values.

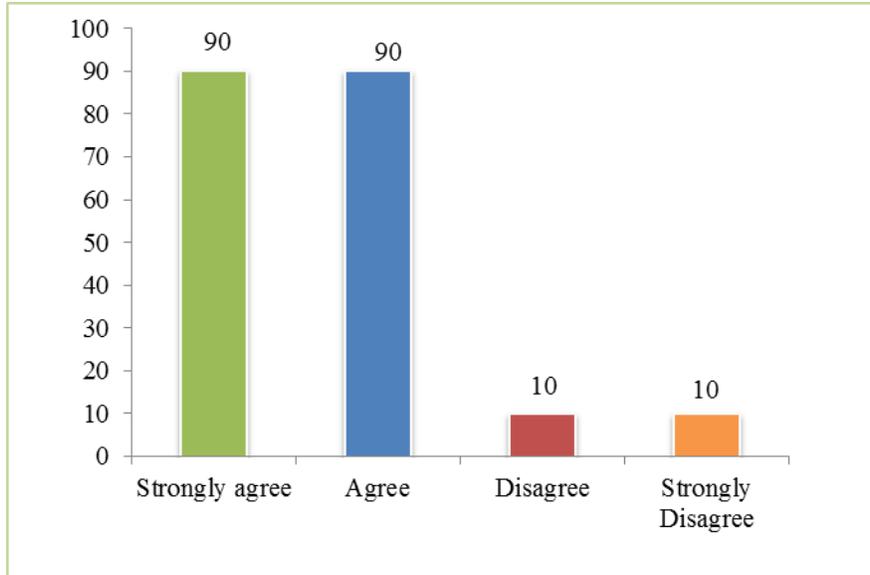


Fig 13: The school encourages respect for all human rights

Fig 13 above shows the response (agreement levels) of the study respondents when asked whether the school encourages respect for all human rights. Out of the 200 respondents who responded, the highest percentage was tied between respondents who strongly agreed and agreed with the remarks (45%, 90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed, with each accounting for 5% (10 respondents). These results give a clear indication that the schools involved in this study encourage respect for all human rights, which shows that the schools are committed to creating an inclusive culture and establishing inclusive values.

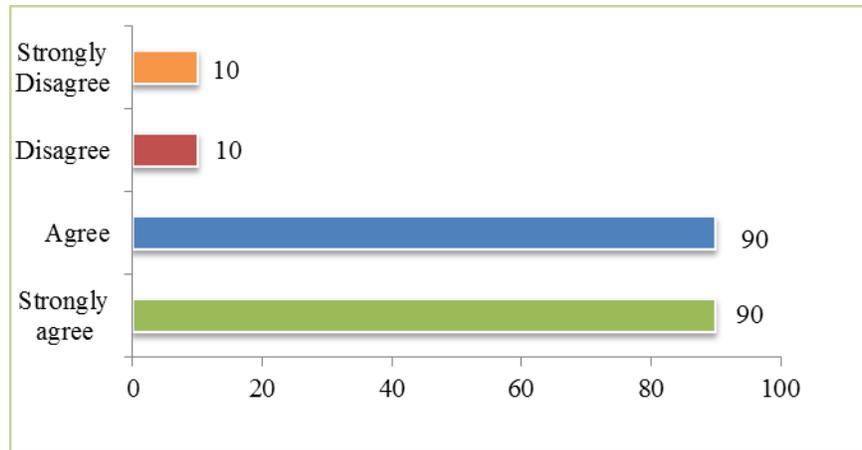


Fig 14: Inclusion is viewed as increasing participation for all.

Fig 14 above shows the response (agreement levels) of the study respondents when asked whether inclusion is viewed as increasing participation for all. Out of the 200 respondents who responded, the highest percentage was tied between respondents who strongly agreed and agreed with the remarks (45%, 90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed, with each accounting for 5% (10 respondents). These results show that inclusion is viewed as increasing participation for all in the schools involved in this study. This shows that the schools are committed to creating an inclusive culture and establishing inclusive values.

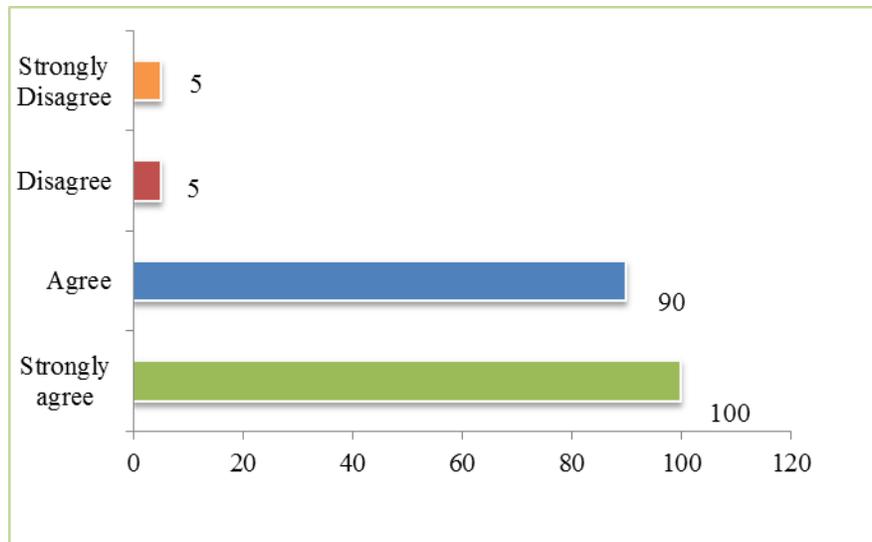


Fig. 15: Expectations are high for all children

Fig 15 above shows the response (agreement levels) of the study respondents when asked whether expectations are high for all children. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 2.5% (5 respondents). The findings evidence that expectations are high for all children in the schools that participated in the study. This shows that the schools are committed to creating an inclusive culture and establishing inclusive values.

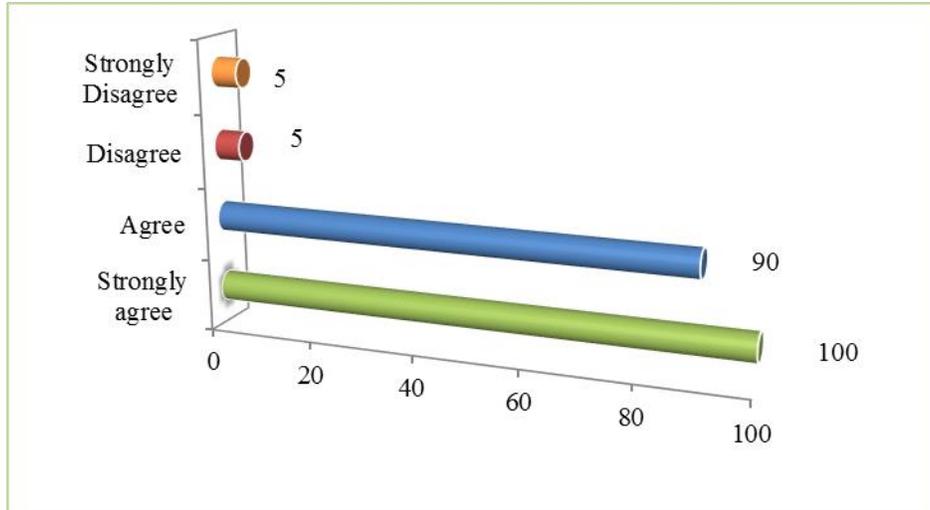


Fig 16: Children are valued equally

Fig 16 above shows the response (agreement levels) of the study respondents when asked whether children are valued equally. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 2.5% (5 respondents). The results evidence that children are valued equally in the schools involved in this study.

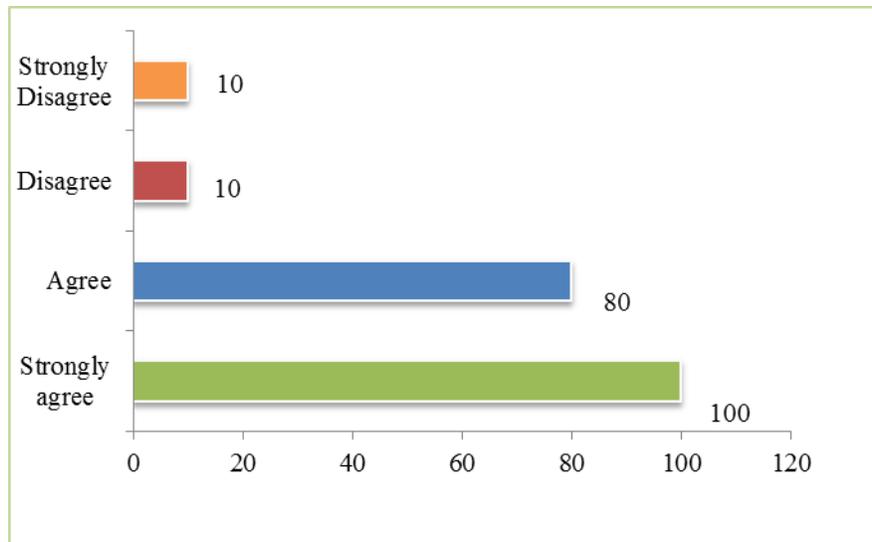


Fig 17: The school counters all forms of discrimination

Fig 17 above shows the response (agreement levels) of the study respondents when asked whether the school counters all forms of discrimination. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 40% (80 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 5% (10 respondents). These results show that the schools involved in this study counters all forms of discrimination. This shows that the schools are committed to creating an inclusive culture and establishing inclusive values.

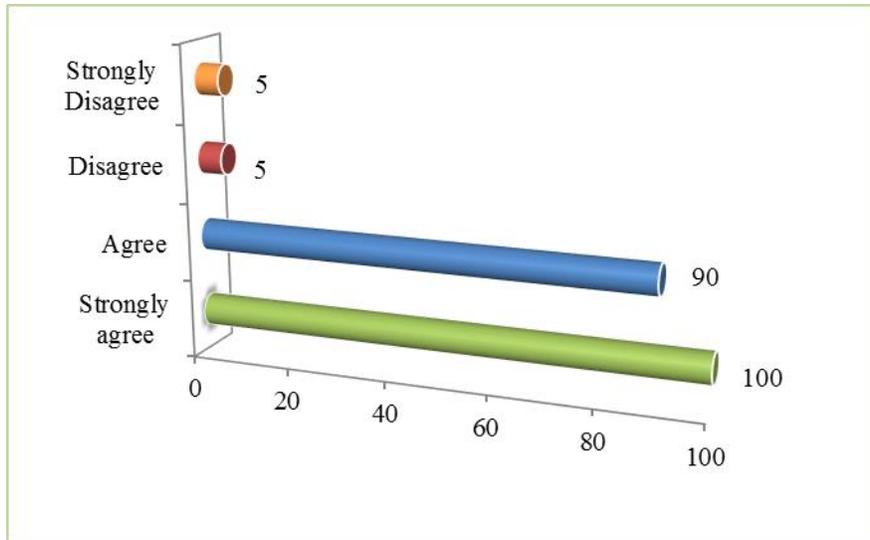


Fig 18: The school contributes to the health of children and adults.

Fig 18 above shows the response (agreement levels) of the study respondents when asked whether the school contributes to the health of children and adults. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 2.55% (5 respondents). These results evidence that the schools involved in this study contribute to the health of children and adults which shows that the schools are committed to creating an inclusive culture and establishing inclusive values.

4.4 Analysis of Dimensions B - Producing Inclusive Policies

4.4.1 B1: Developing the school for all

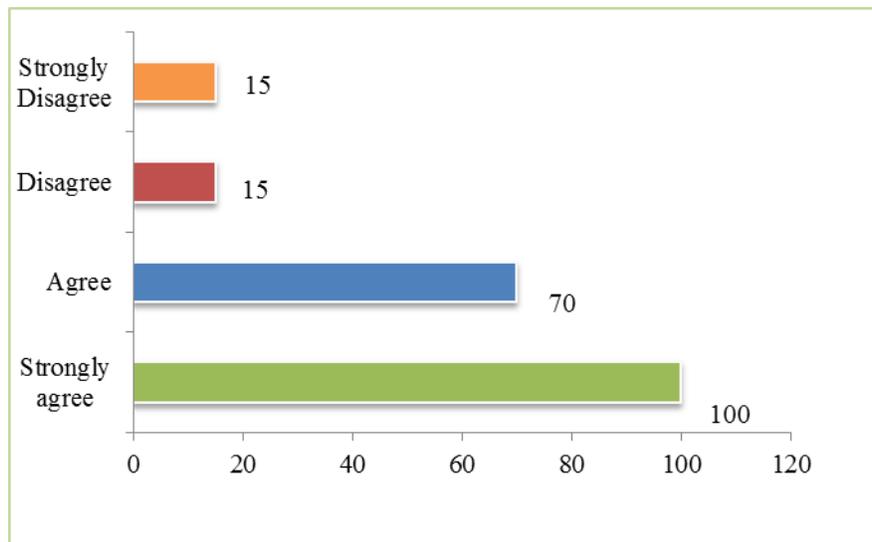


Fig 19: The school has a participatory development process

Fig 19 above shows the response (agreement levels) of the study respondents when asked whether the school has a participatory development process. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 35% (70 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 7.5% (15 respondents). These results show that the schools involved in this study have a participatory development process.

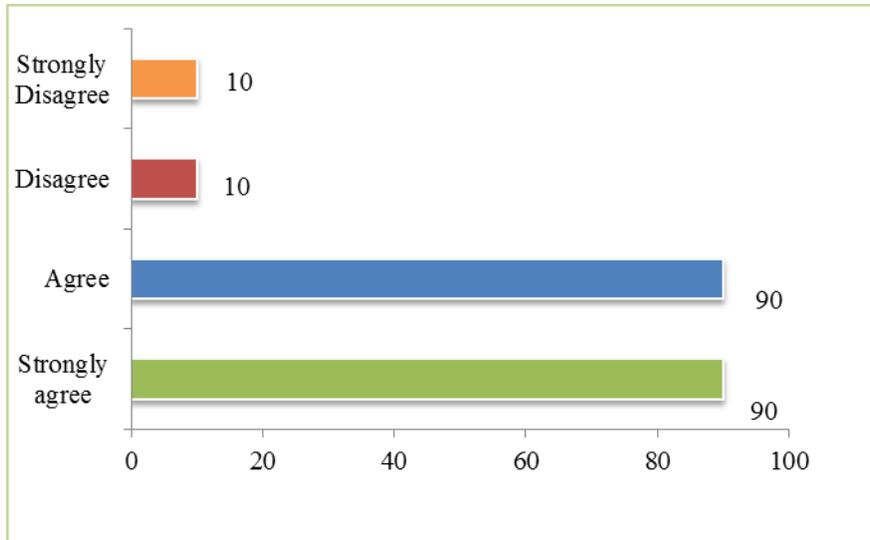


Fig 20: The school has an inclusive approach to leadership

Fig 20 above shows the response (agreement levels) of the study respondents when asked whether the school has an inclusive approach to leadership. Out of the 200 respondents who responded, the highest percentage was tied between respondents who strongly agreed and agreed with the remarks - each accounted for 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 5% (10 respondents). The findings show that the schools involved in this study have an inclusive approach to leadership which displays that the schools are committed to producing inclusive policies and developing the school for all.

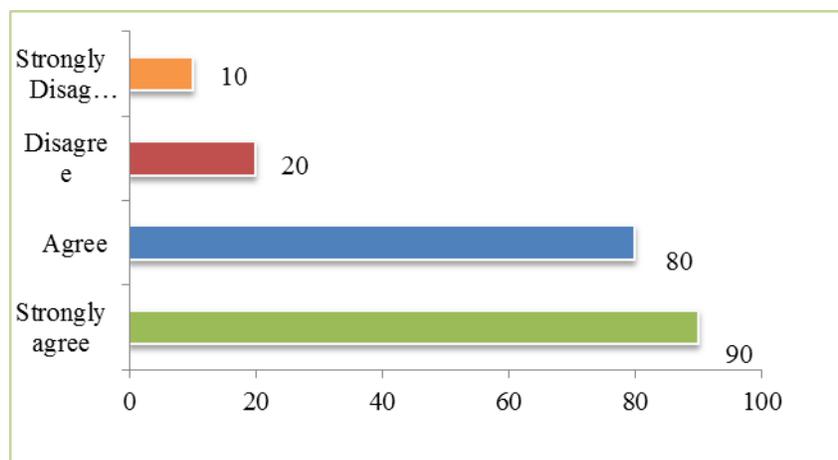


Fig 21: Appointments and promotions are fair

Fig 21 above shows the response (agreement levels) of the study respondents when asked whether appointments and promotions are fair. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (45%, 90 respondents), followed by those who agreed with 40% (80 respondents). The next percentage was accounted for by those who disagreed with 10% (20 respondents) while those who strongly disagreed accounted for the lowest percentage - 5% (10 respondents). These results give a clear indication that appointments and promotions are fair in the schools involved in this study. This shows that the schools are committed to producing inclusive policies and developing the school for all.

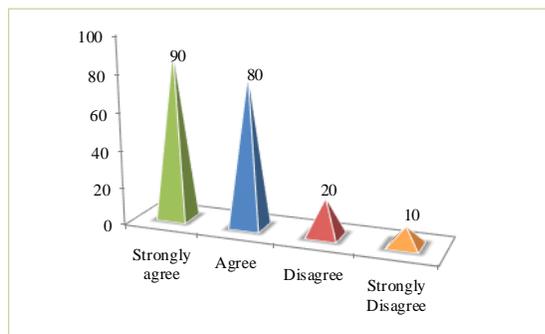


Fig 22: Staff expertise is known and used

Fig 22 above shows the response (agreement levels) of the study respondents when asked whether staff expertise is known and used. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (45%, 90 respondents), followed by those who agreed with 40% (80 respondents). The next percentage was accounted for by those who disagreed with 10% (20 respondents) while those who strongly disagreed accounted for the lowest percentage - 5% (10 respondents). These results give a clear indication that staff expertise is known and used in the schools involved in this study.

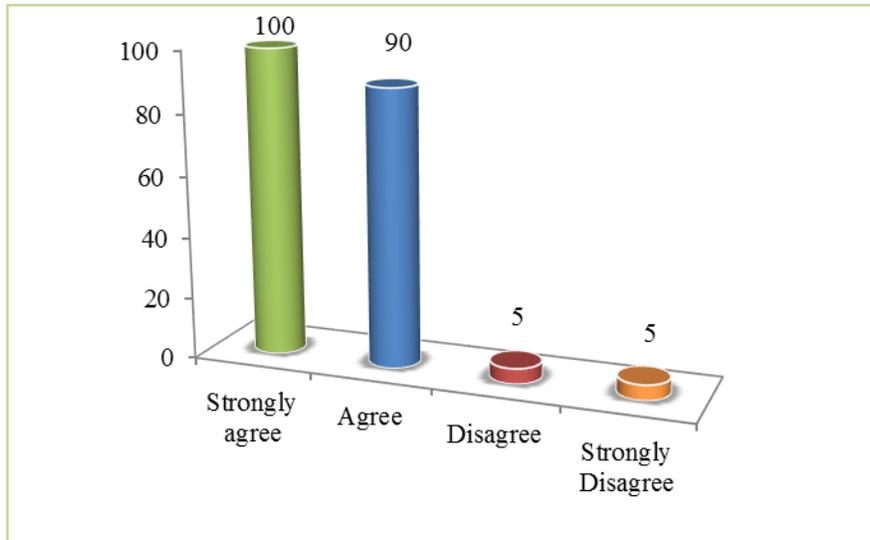


Fig. 23 All new staff are helped to settle into school

Fig 23 above shows the response (agreement levels) of the study respondents when asked whether all new staff are helped to settle into school. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each making up 2.5% (5 respondents). These results give a clear indication that all new staffs are helped to settle into the schools involved in this study.

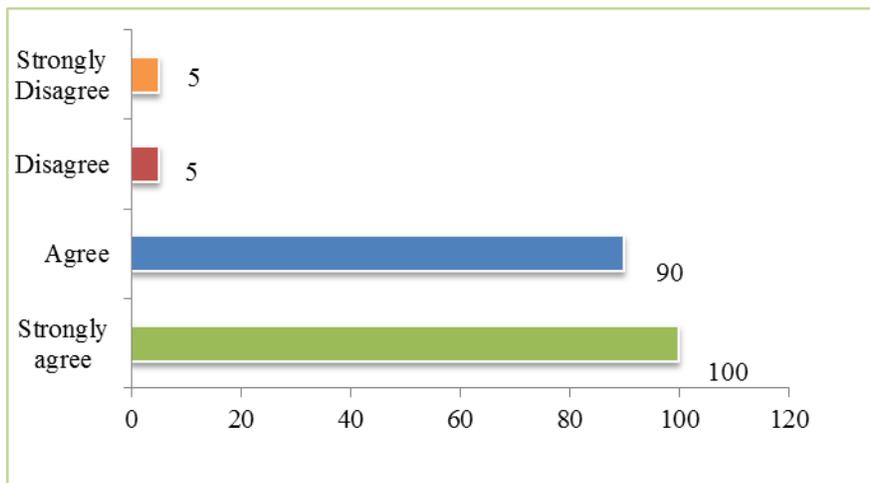


Fig 24: All new children are helped to settle into school

Fig 24 and Table 24 above shows the response (agreement levels) of the study respondents when asked whether all new children are helped to settle into school. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each making up 2.5% (5 respondents). These results give a clear indication that all new children are helped to settle into the school schools involved in this study.

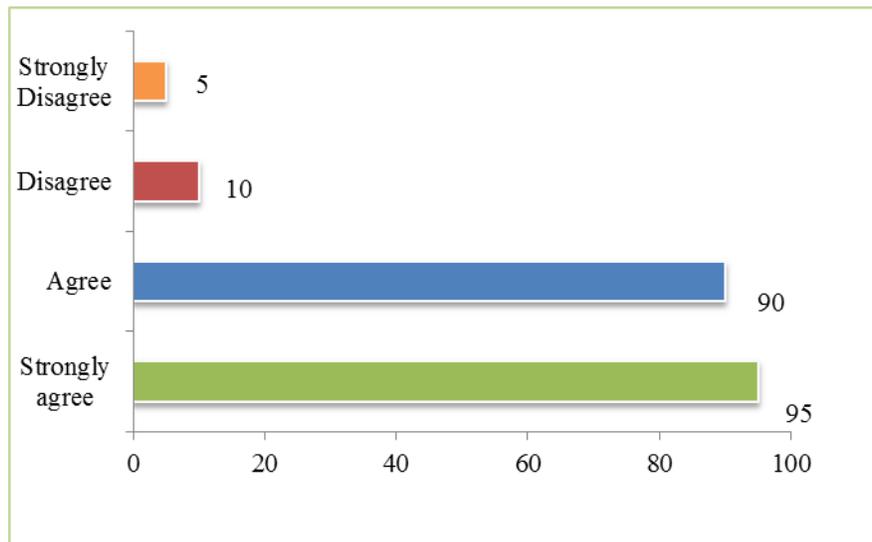


Fig 25: Teaching and learning groups are arranged fairly to support all children's learning

Fig 25 above shows the response (agreement levels) of the study respondents when asked whether teaching and learning groups are arranged fairly to support all children's learning. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (47.5%, 95 respondents), followed by those who agreed with 45% (90 respondents). The next percentage was accounted for by those who disagreed with 5% (10 respondents) while those who strongly disagreed accounted for the lowest percentage – 2.5%

(5 respondents). These results give a clear indication that teaching and learning groups are arranged fairly to support all children's learning in the schools involved in this study.

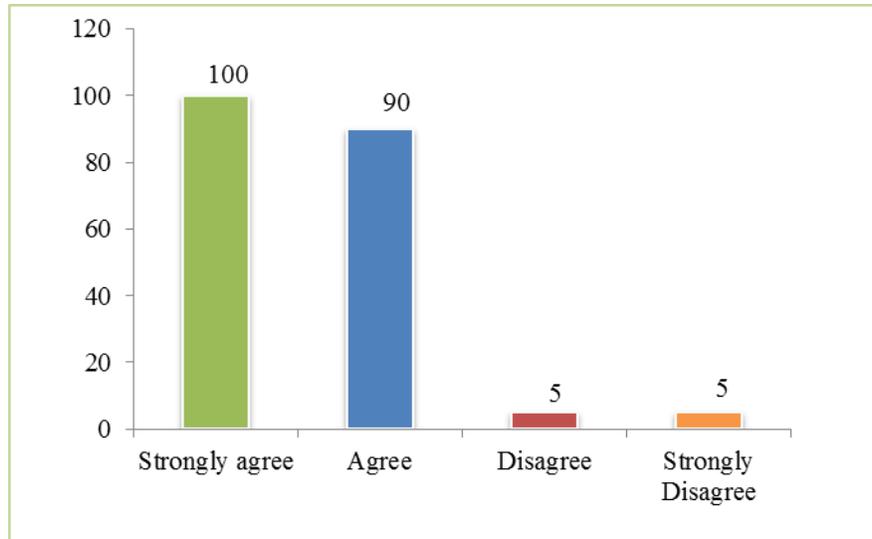


Fig 26: Children are well prepared for moving on to other settings

Fig 26 above shows the response (agreement levels) of the study respondents when asked whether children are well prepared for moving on to other settings. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each making up 2.5% (5 respondents). These results give a clear indication that in the schools involved in this study, children are well prepared for moving on to other settings.

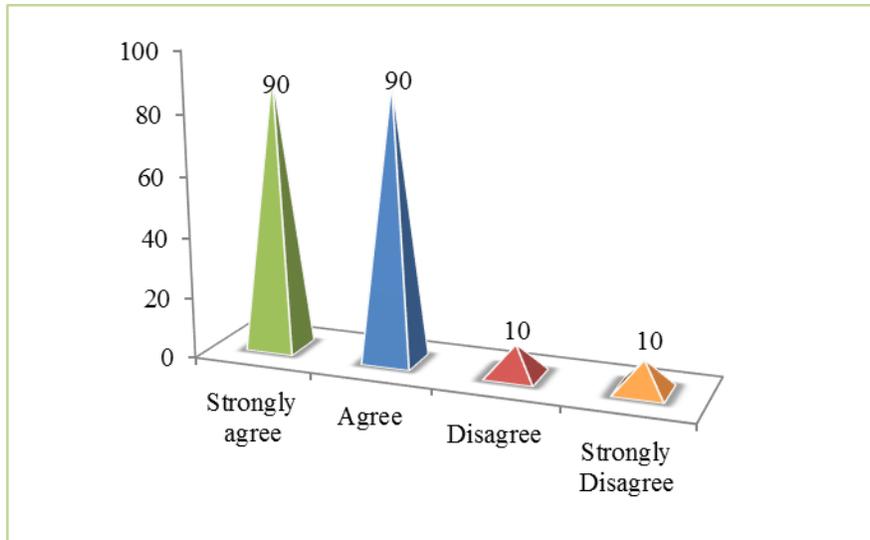


Fig 27: The school makes its buildings physically accessible to all people

Fig 27 and Table 27 above shows the response (agreement levels) of the study respondents when asked whether the school makes its buildings physically accessible to all people. Out of the 200 respondents who responded, the highest percentage was tied between respondents who strongly agreed and agreed with the remarks - each accounted for 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 5% (10 respondents). These results give a clear indication that the schools involved in this study makes their buildings physically accessible to all people.

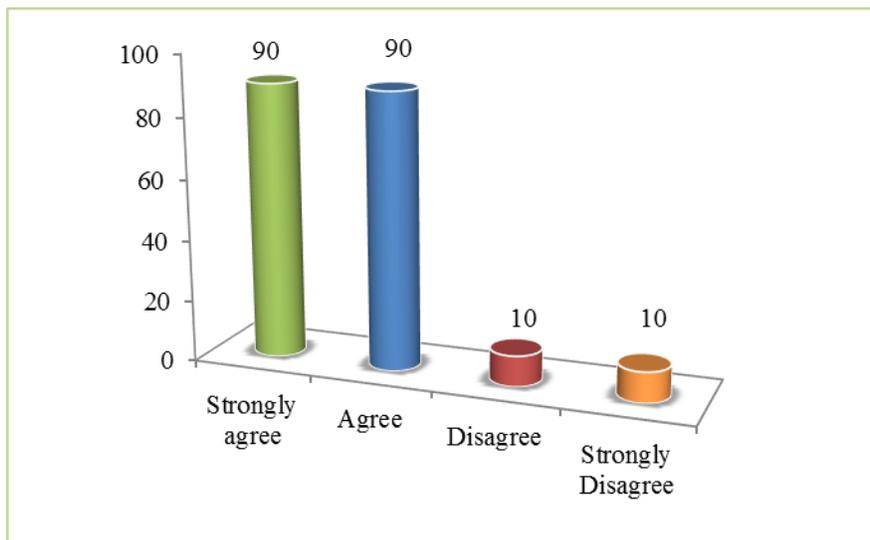


Fig 28: The buildings and grounds are developed to support the participation of all

Fig 28 above shows the response (agreement levels) of the study respondents when asked whether the buildings and grounds are developed to support the participation of all. Out of the 200 respondents who responded, the highest percentage was tied between respondents who strongly agreed and agreed with the remarks - each accounted for 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 5% (10 respondents). These results give a clear indication that the buildings and grounds of the schools involved in this study are developed to support the participation of all.

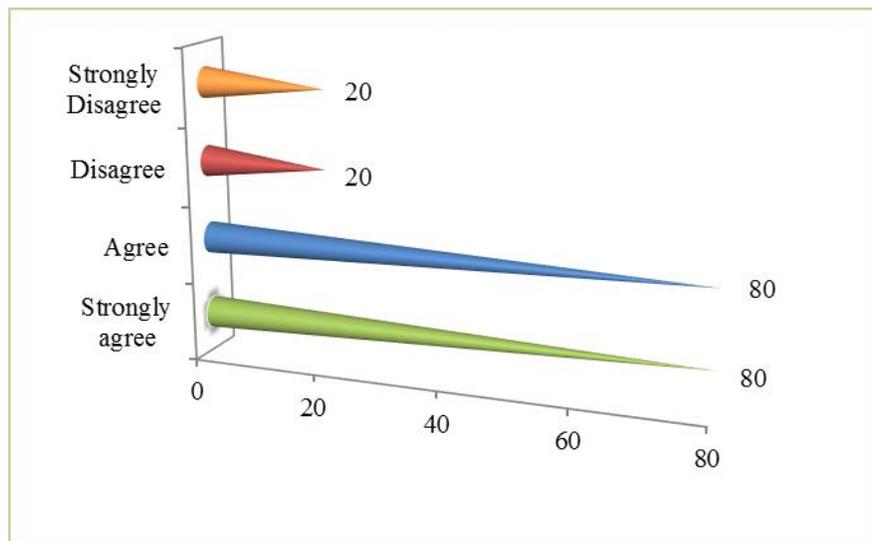


Fig 29: The school reduces its carbon footprint and use of water

Fig 29 above shows the response (agreement levels) of the study respondents when asked whether the school reduces its carbon footprint and use of water. Out of the 200 respondents who responded, the highest percentage was tied between respondents who strongly agreed and agreed with the remarks - each accounted for 40% (80 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 10% (20 respondents). These results give a clear indication the schools involved in this study reduced their carbon footprint and use of water.

4.4.2 B2: Organizing support for diversity

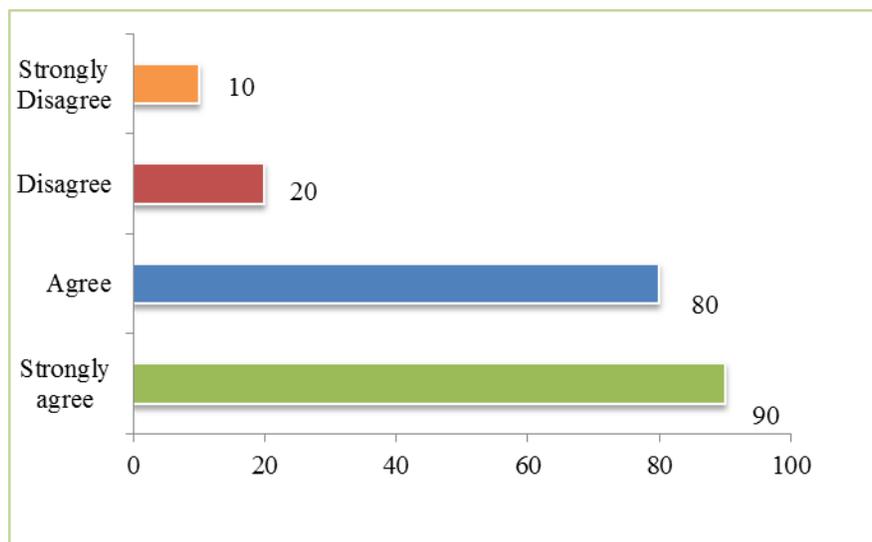


Fig 30: All forms of support are co-ordinated

Fig 30 above shows the response (agreement levels) of the study respondents when asked whether all forms of support are co-ordinated. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (45%, 90 respondents), followed by those who agreed with 40% (80 respondents). The next percentage was accounted for by those who disagreed with 10% (20 respondents) while those who strongly

disagreed accounted for the lowest percentage - 5% (10 respondents). These results give a clear indication that the schools involved in this study, all forms of support are co-ordinated.

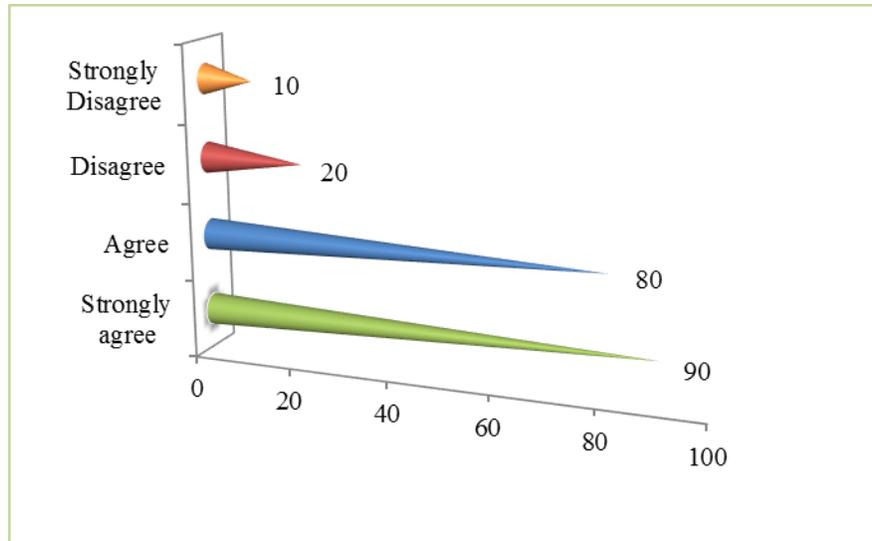


Fig 31: Professional development activities help staff to diversity

Fig 31 above shows the response (agreement levels) of the study respondents when asked whether professional development activities help staff to diversity. Out of the 200 respondents who responded, the highest percentage was made up by respondents who agreed with the remarks (45%, 90 respondents), followed by those who strongly agreed with 40% (80 respondents). The next percentage was accounted for by those who disagreed with 10% (20 respondents) while those who strongly disagreed accounted for the lowest percentage - 5% (10 respondents). These results give a clear indication that in the schools involved in this study, professional development activities help staff to diversity.

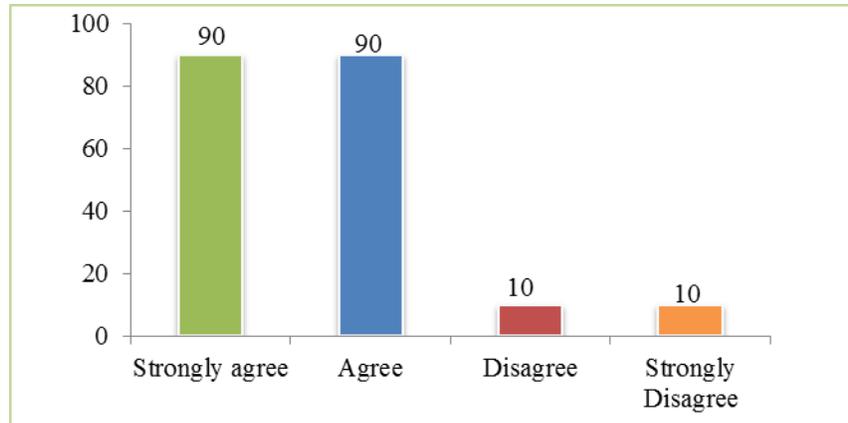


Fig 32: English as additional Language support is a resource for the whole school

Fig 32 above shows the response (agreement levels) of the study respondents when asked whether English as additional Language support is a resource for the whole school. Out of the 200 respondents who responded, the highest percentage was tied between respondents who strongly agreed and agreed with the remarks - each accounted for 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 5% (10 respondents). These results give a clear indication that in the schools involved in this study, English as additional Language support is a resource for the whole school.

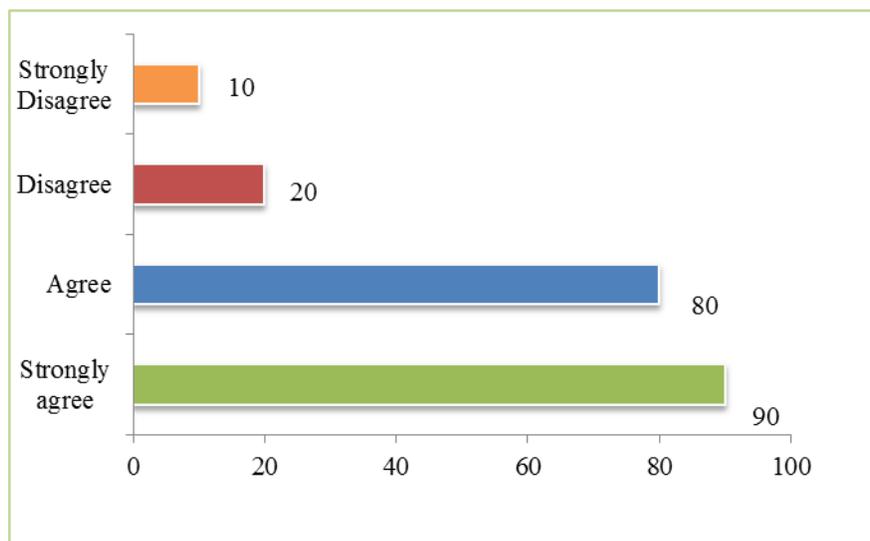


Fig 33: The school supports continuity in the education of children in public care

Fig 33 above shows the response (agreement levels) of the study respondents when asked whether the school supports continuity in the education of children in public care. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (45%, 90 respondents), followed by those who agreed with 40% (80 respondents). The next percentage was accounted for by those who disagreed with 10% (20 respondents) while those who strongly disagreed accounted for the lowest percentage - 5% (10 respondents). These results give a clear indication that the schools involved in this study supports continuity in the education of children in public care.

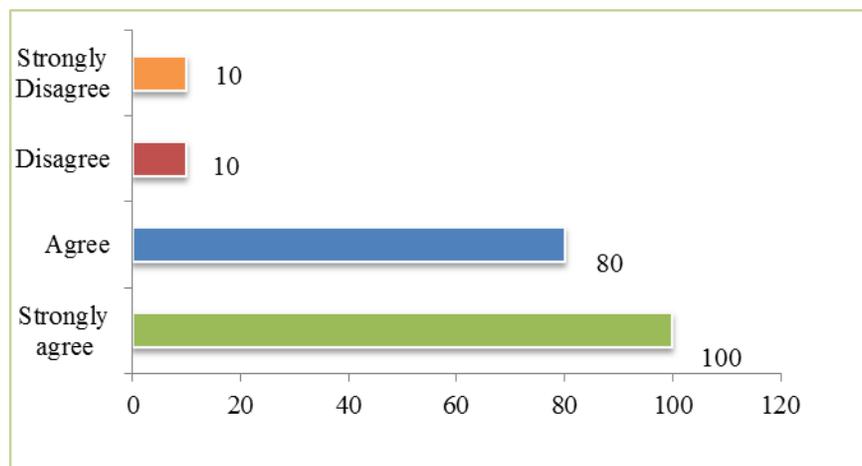


Fig 34: The school ensures that policies about "educational needs" support inclusion special

Fig 34 above shows the response (agreement levels) of the study respondents when asked whether the school ensures that policies about "special educational needs" support inclusion. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 40% (80 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed - each accounted 5% (10 respondents). These results give a clear indication

that the schools involved in this study ensure that policies about "special educational needs" support inclusion.

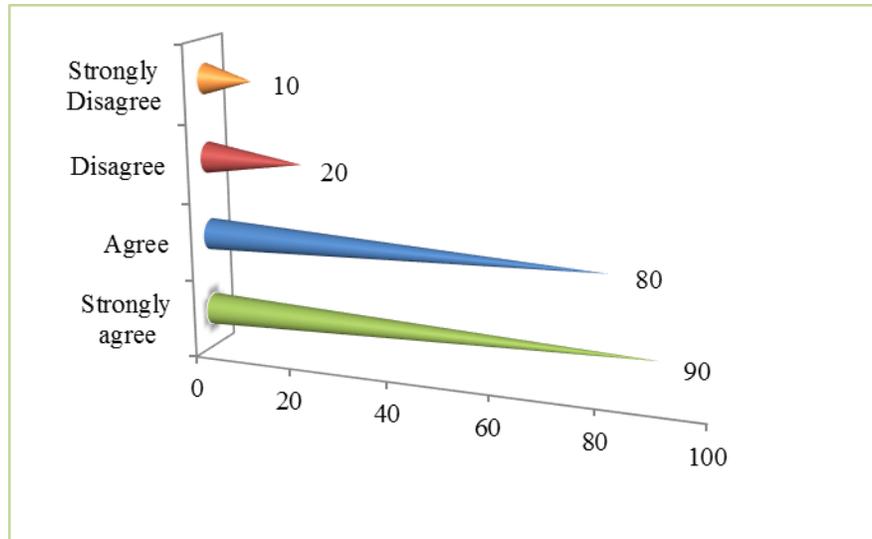


Fig 35: The behavior policy is linked to learning and curriculum development

Fig 35 above shows the response (agreement levels) of the study respondents when asked whether the behavior policy is linked to learning and curriculum development. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (45%, 90 respondents), followed by those who agreed with 40% (80 respondents). The next percentage was accounted for by those who disagreed with 10% (20 respondents) while those who strongly disagreed accounted for the lowest percentage - 5% (10 respondents). These results give a clear indication that the schools involved in this study, the behavior policy is linked to learning and curriculum development.

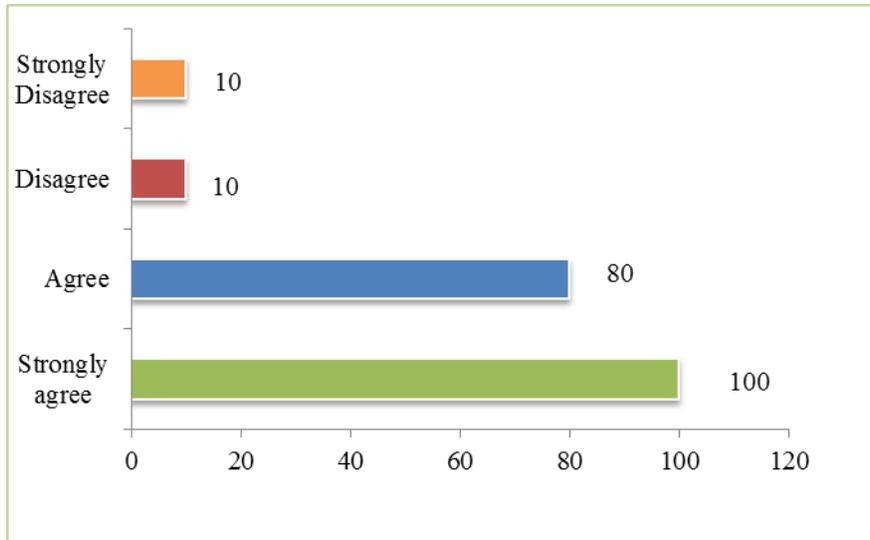


Fig 36: Pressures for disciplinary exclusion are decreased

Fig 36 above shows the response (agreement levels) of the study respondents when asked whether pressures for disciplinary exclusion are decreased. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 40% (80 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed - each accounted 5% (10 respondents). These results give a clear indication that in the schools involved in this study, pressures for disciplinary exclusion are decreased.

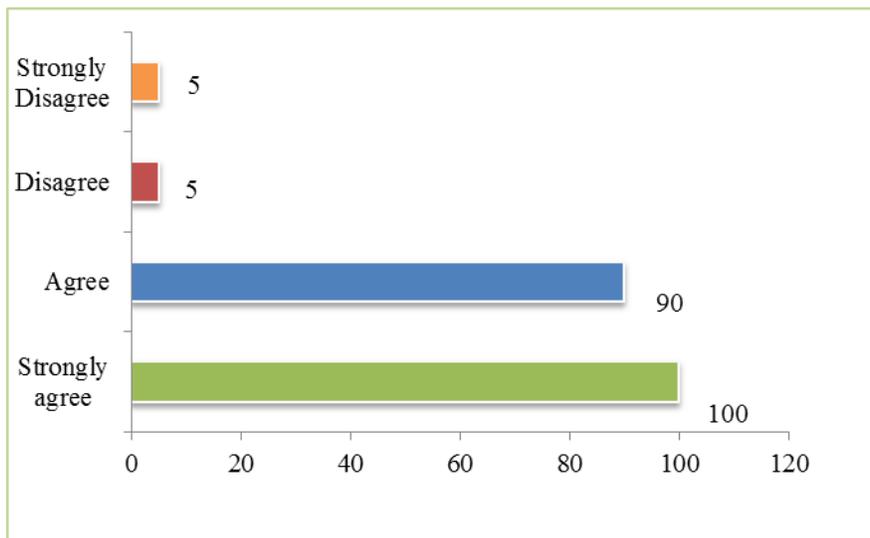


Fig 37: Barriers to attendance are reduced

Fig 37 above shows the response (agreement levels) of the study respondents when asked whether barriers to attendance are reduced. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed - each accounted 2.5% (5 respondents). These results give a clear indication that in the schools involved in this study, barriers to attendance are reduced.

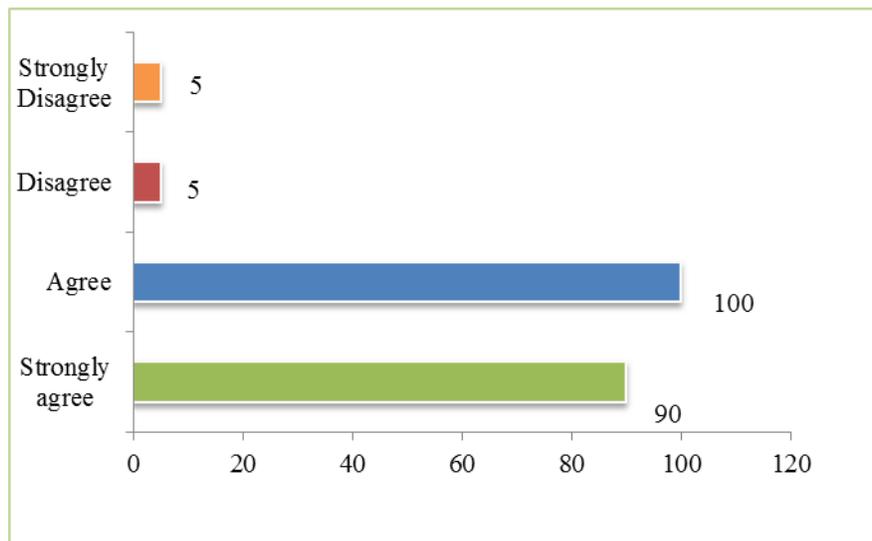


Fig 38: Bullying is minimized

Fig 38 above shows the response (agreement levels) of the study respondents when asked whether bullying is minimized. Out of the 200 respondents who responded, the highest percentage was made up by respondents who agreed with the remarks (50%, 100 respondents), followed by those who strongly agreed with 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed - each accounted 2.5% (5 respondents). These results give a clear indication that in the schools involved in this study, bullying is minimized.

4.5 Analysis of Dimensions C - Evolving inclusive practices

4.5.1 C1: Orchestrating learning

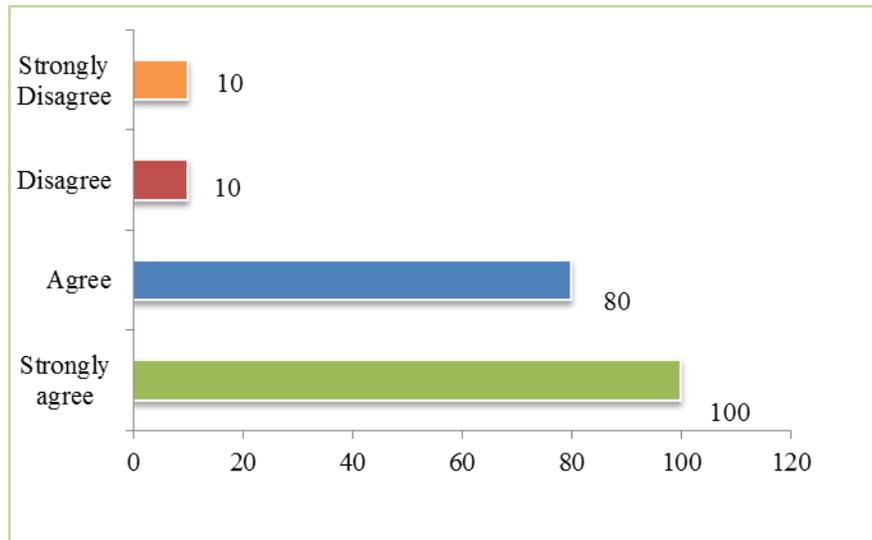


Fig 39: Learning activities are planned with all children in mind

Fig 39 above shows the response (agreement levels) of the study respondents when asked whether learning activities are planned with all children in mind. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 40% (80 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed - each accounted 5% (10 respondents). These results give a clear indication that in the schools involved in this study, learning activities are planned with all children in mind.

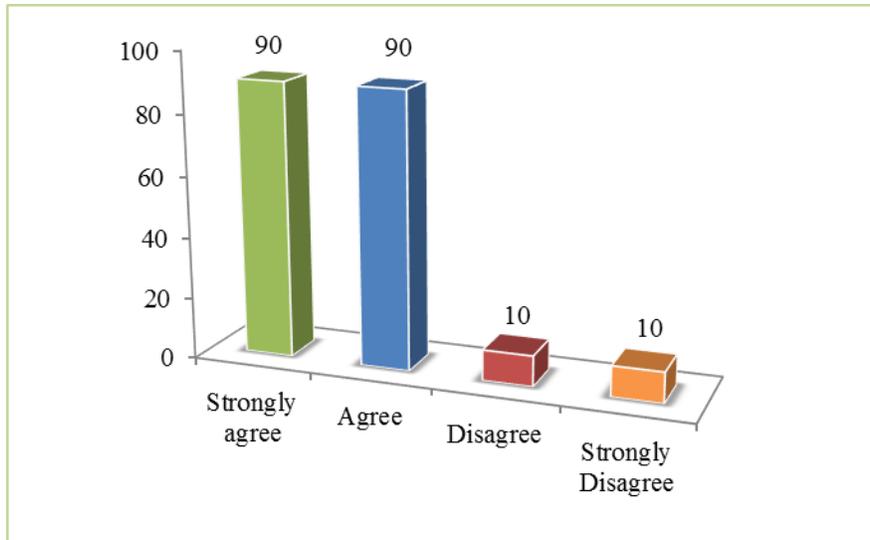


Fig 40: Learning activities encourage the participation of all children

Fig 40 above shows the response (agreement levels) of the study respondents when asked whether learning activities encourage the participation of all children. Out of the 200 respondents who responded, the highest percentage was tied between respondents who strongly agreed and agreed with the remarks - each accounted for 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 5% (10 respondents). The findings give a clear indication that in the schools involved in this study, learning activities encourage the participation of all children.

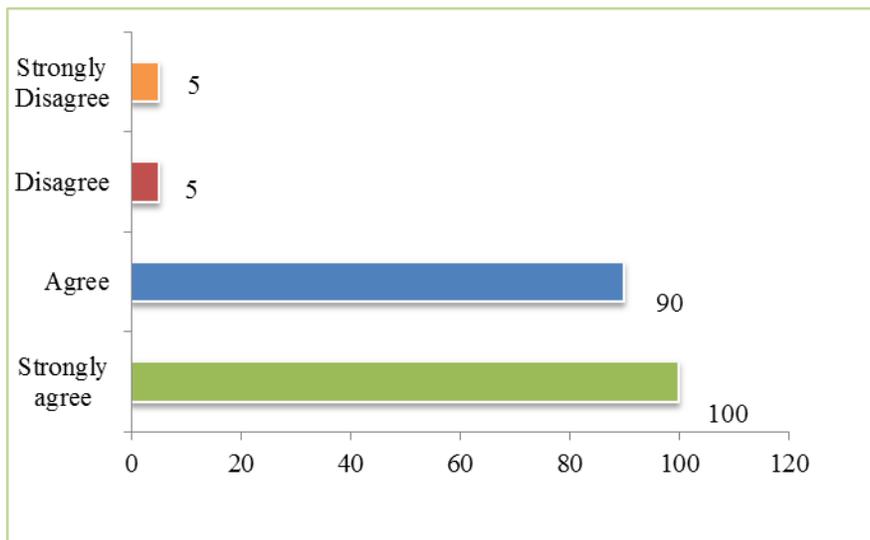


Fig 41: Children are actively involved in their learning

Fig 41 above shows the response (agreement levels) of the study respondents when asked whether children are actively involved in their learning. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed - each accounted 2.5% (5 respondents). These results give a clear indication that in the schools involved in this study, children are actively involved in their learning.

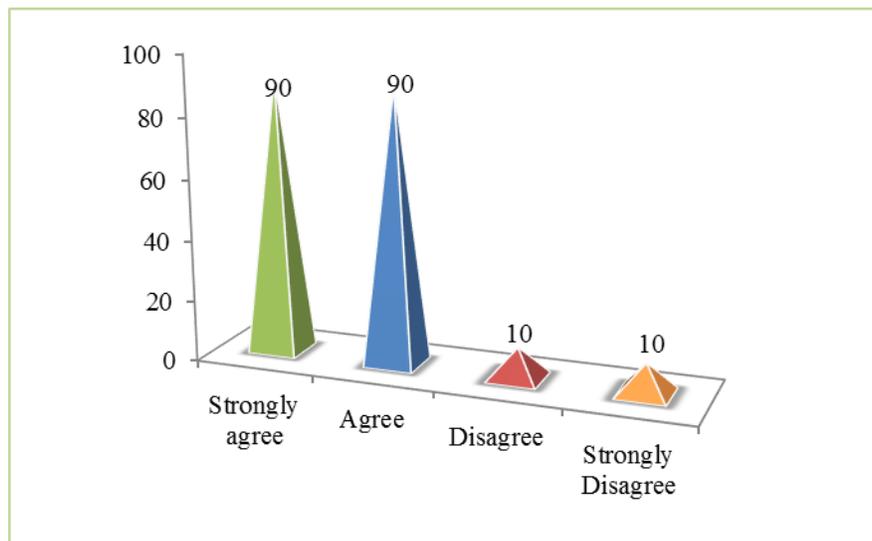


Fig 42: Children learn from each other

Fig 42 above shows the response (agreement levels) of the study respondents when asked whether children learn from each other. Out of the 200 respondents who responded, the highest percentage was tied between respondents who strongly agreed and agreed with the remarks - each accounted for 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 5% (10 respondents). These results give a clear indication that in the schools involved in this study, children learn from each other.

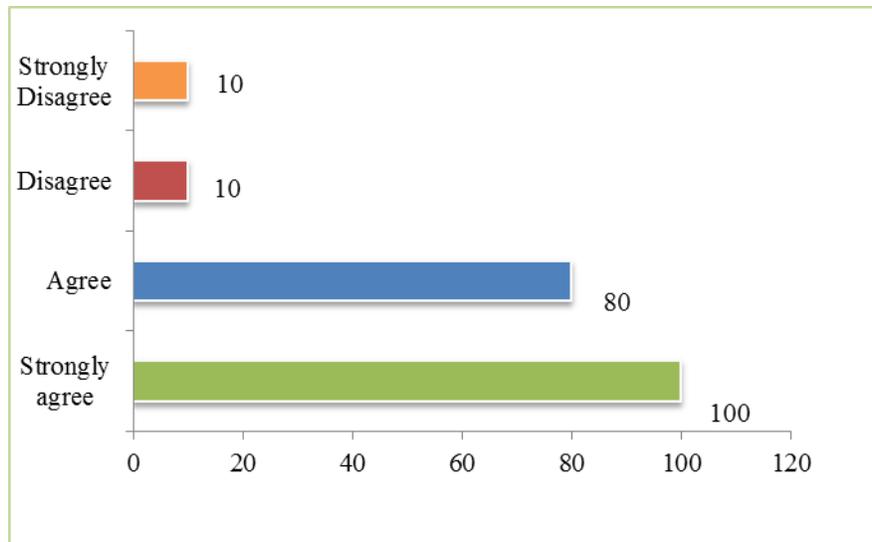


Fig 43: Lessons develop an understanding of the similarities and differences between people

Fig 43 above shows the response (agreement levels) of the study respondents when asked whether lessons develop an understanding of the similarities and differences between people. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 40% (80 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed - each accounted 5% (10 respondents). These results give a clear indication that in the schools involved in this study, lessons develop an understanding of the similarities and differences between people.

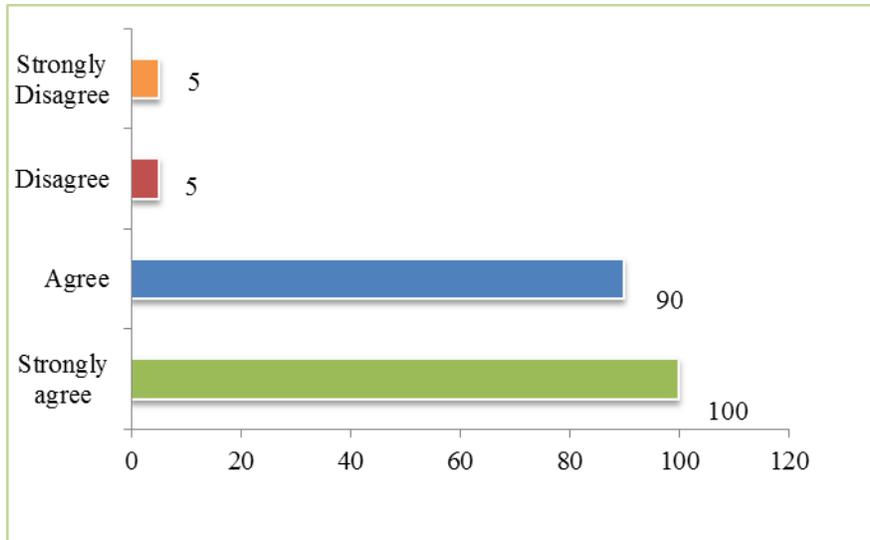


Fig 44: Assessments encourage the achievements of all children

Fig 44 above shows the response (agreement levels) of the study respondents when asked whether assessments encourage the achievements of all children. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed - each accounted 2.5% (5 respondents). These results give a clear indication that in the schools involved in this study, assessments encourage the achievements of all children.

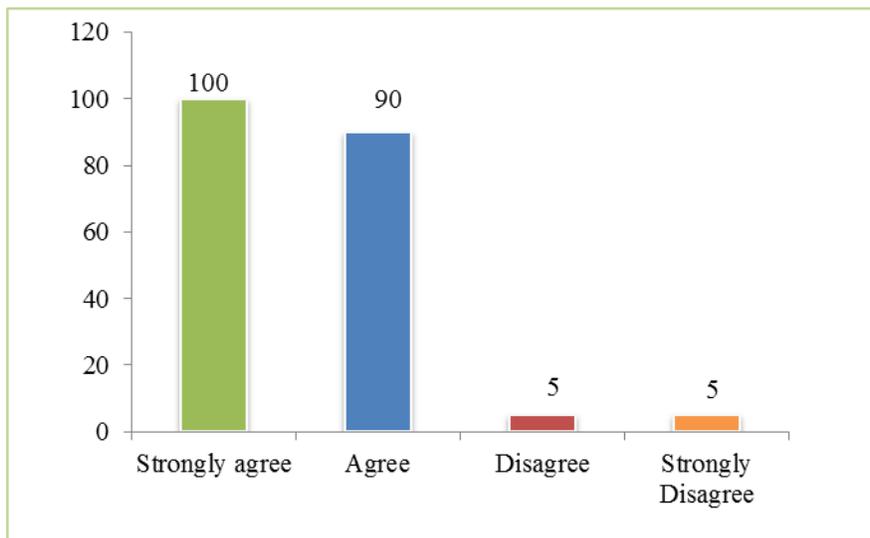


Fig 45: Discipline is based on mutual respect

Fig 45 above shows the response (agreement levels) of the study respondents when asked whether discipline is based on mutual respect. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed - each accounted 2.5% (5respondents). These results give a clear indication that in the schools involved in this study, discipline is based on mutual respect.

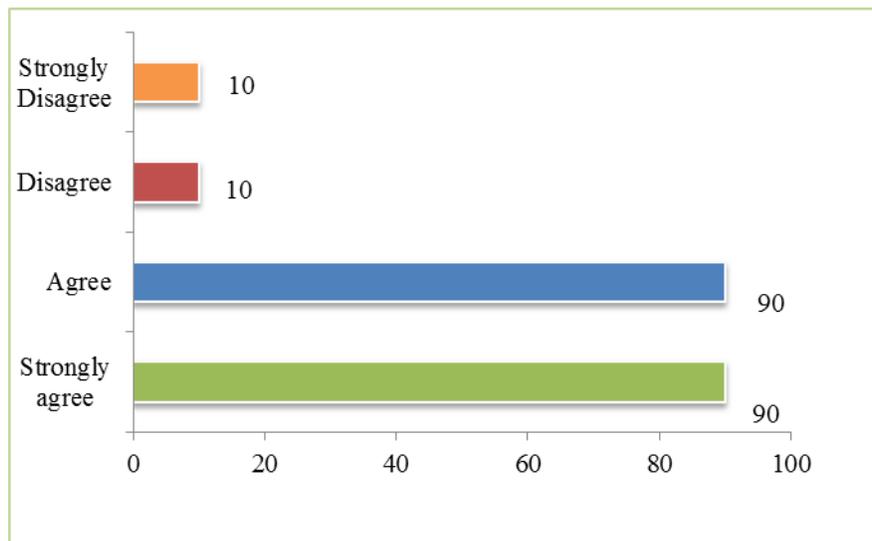


Fig 46: Staff plan, teach and review together

Fig 46 and Table 46 above shows the response (agreement levels) of the study respondents when asked whether staff plan, teach and review together. Out of the 200 respondents who responded, the highest percentage was tied between respondents who strongly agreed and agreed with the remarks - each accounted for 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 5% (10 respondents). These results give a clear indication that in the schools involved in this study, staff plan, teach and review together.

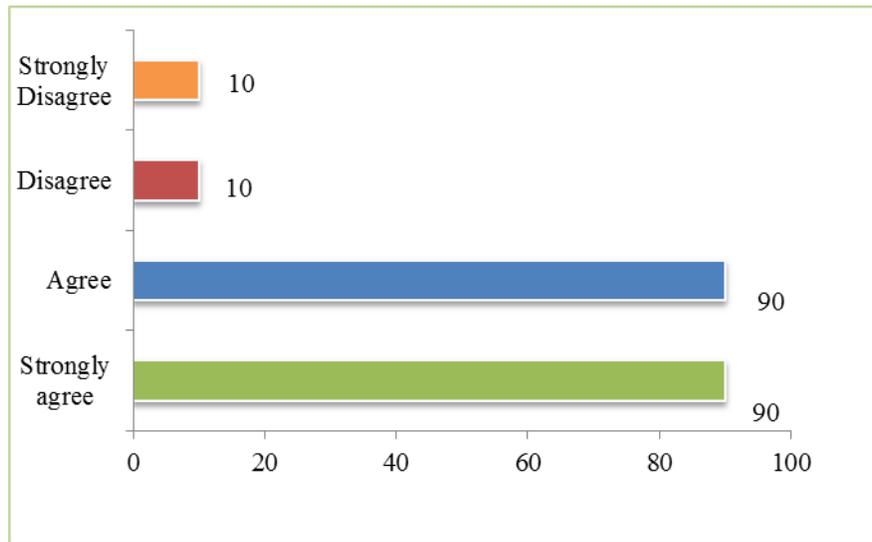


Fig 47: Staff develop shared resources to support learning

Fig 47 above shows the response (agreement levels) of the study respondents when asked whether staff develop shared resources to support learning. Out of the 200 respondents who responded, the highest percentage was tied between respondents who strongly agreed and agreed with the remarks - each accounted for 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 5% (10 respondents). These results give a clear indication that in the schools involved in this study, staffs develop shared resources to support learning.

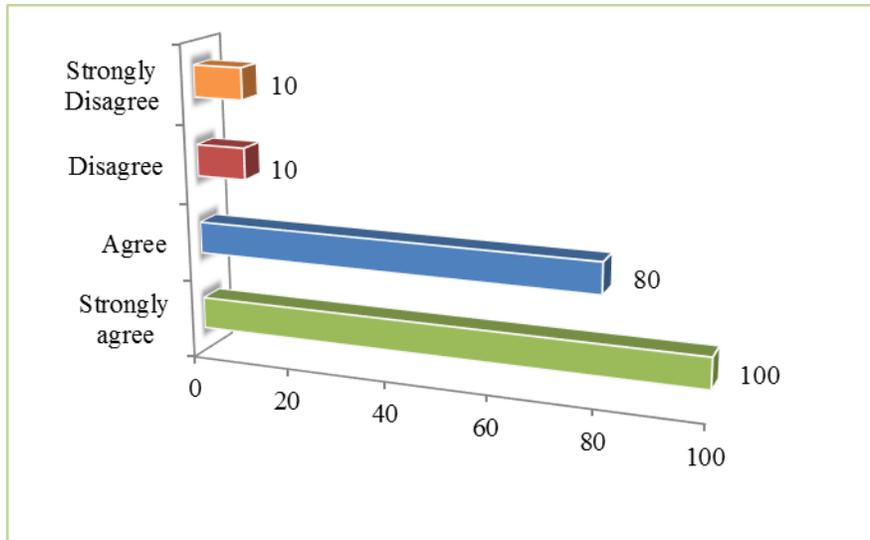


Fig 48: Teaching assistants support the learning and participation of all children

Fig 48 above shows the response (agreement levels) of the study respondents when asked whether teaching assistants support the learning and participation of all children. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 40% (80 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed - each accounted 5% (10 respondents). These results give a clear indication that in the schools involved in this study, teaching assistants support the learning and participation of all children which shows that the schools are committed to evolving inclusive practices and orchestrating learning.

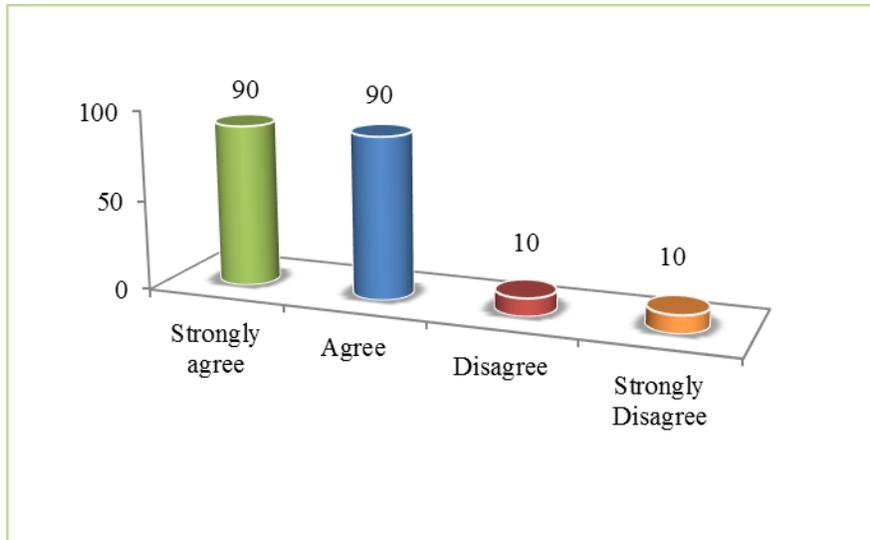


Fig 49: Homework is set so that it contributes to every child's learning

Fig 49 above shows the response (agreement levels) of the study respondents when asked whether homework is set so that it contributes to every child's learning. Out of the 200 respondents who responded, the highest percentage was tied between respondents who strongly agreed and agreed with the remarks - each accounted for 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed with each accounting for 5% (10 respondents). These results give a clear indication that in the schools involved in this study, homework is set so that it contributes to every child's learning..

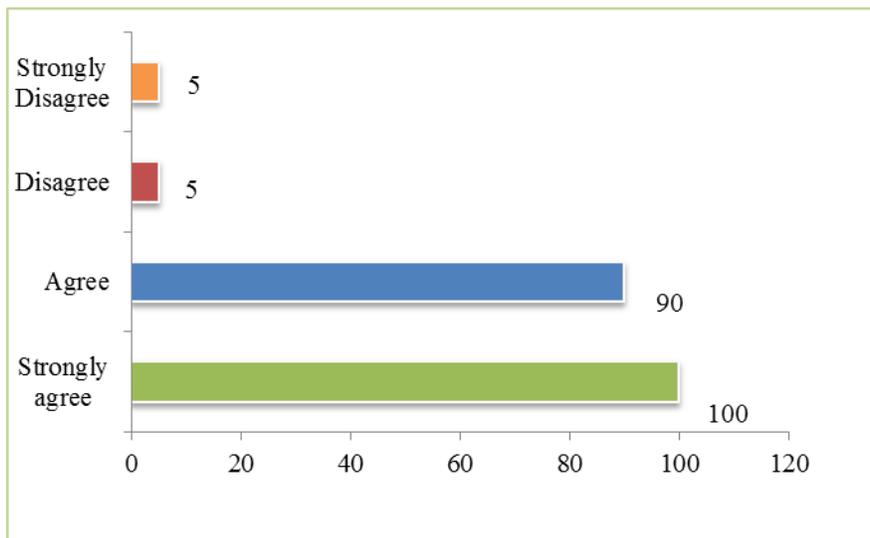


Fig 50: Activities outside formal lessons are made available for all children

Fig 50 above shows the response (agreement levels) of the study respondents when asked whether activities outside formal lessons are made available for all children. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly disagreed - each accounted 2.5% (5 respondents). These results give a clear indication that in the schools involved in this study, activities outside formal lessons are made available for all children.

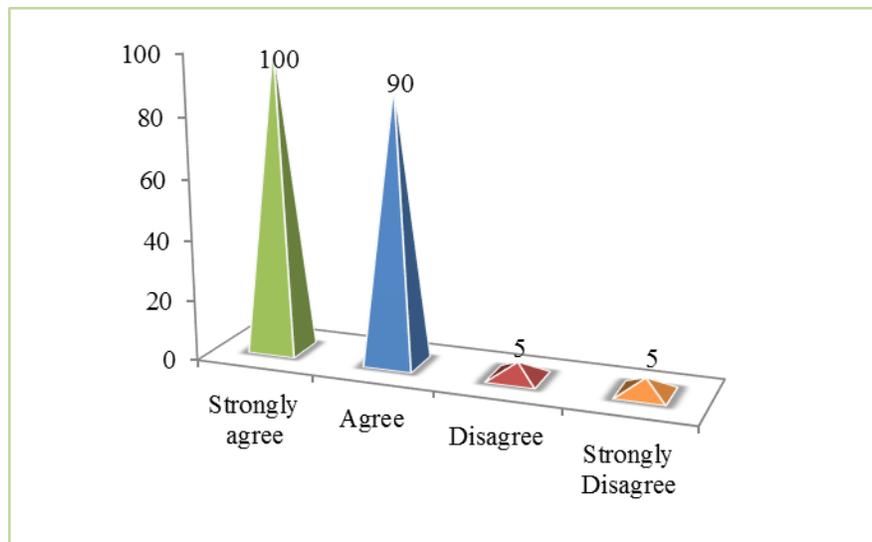


Fig 51: Homework is set so that it contributes to every child's learning

Fig 51 above shows the response (agreement levels) of the study respondents when asked whether homework is set so that it contributes to every child's learning. Out of the 200 respondents who responded, the highest percentage was made up by respondents who strongly agreed with the remarks (50%, 100 respondents), followed by those who agreed with 45% (90 respondents). The remaining percentage was tied between those who disagreed and strongly

disagreed - each accounted 2.5% (5 respondents). These results give a clear indication that in the schools involved in this study, homework is set so that it contributes to every child's learning.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Creating inclusive culture	.851 ^a	.725	.724	.49433
Producing inclusive policies	.842 ^a	.654	.652	.48322
Evolving inclusive practices	.838 ^a	.558	.554	.44568

a. Predictors: (Constant), Section 1 analysis

From the regression analysis, all R values (=0.851, 0.842, 0.838) indicating a high degree of correlation and $R^2 = (72.5\%, 65.4\%, 55.8\%)$ for creating an inclusive culture, producing inclusive policies and evolving inclusive practices respectively, which largely indicates a positive association between the variables. From the current study findings, it is evidence that inclusive learning faces myriad challenges given students' background diversity, interests, and abilities.

4.6 Interview findings

From the interview participants, the findings show that an inclusive learning environment comprises of pupils from different background and abilities and thus guaranteeing equal opportunity for all students requires all schools to be ready and willing to accommodate all the pupils respective of their needs. Five interview participants participated in the study, and they all agreed that it is the responsibility of every school to treat each student as an equal member of its

school. Participant 1 and 3 further suggested that the school must provide an equal room of opportunity to each student.

Participant 2 suggested that teacher's attitude is predominantly determined by the number of years that teacher has been teaching. Both participant 4 and 5 further argued that young teachers with few teaching experiences tend to be more associated with supportive inclusion attitude compared to their older experienced counterparts. Participant 1 supported this by arguing that increase in years of teaching or experience in teachers automatically resulted into a less supportive attitude from many of these teachers. Also, participants 3 and 4 said that school infrastructure was found to play a great role in teacher's attitude especially towards the teaching of disabled children in an inclusive classroom.

Overall, all the participants said that good working environment, teacher's appreciation, parent support, fellow student support and community support is what is needed to encourage positive teachers towards inclusive teaching. Participant 4 recommended that mixed training will make it possible for teachers to handle any diverse situation in the classroom without having any form attitude.

CHAPTER FIVE: CONCLUSION

5.1 Introduction

The current chapter will discuss the deduction of the study findings based on answering the research questions discussed in the introductory chapter. The chapter will also offer recommendations for the present and future studies.

5.2 Conclusion

The current study main purpose was to understand the readiness to adopt successful inclusion of students with special needs by Dubai Private Schools. The study aimed to answer four main questions. The first question asked “Are Dubai private schools prepared to adopt inclusive education to cater for SEND students?” The findings showed that the nature and severity of disabilities from SEND students affects the teachers’ preparedness. A teacher can display two types of attitude depending on the student. A student can either be intellectually disabled or with no physical disability. These attract either of the two types of attitude, negative or lower positive preparedness. Depending on individual perception of teachers the nature and severity of students might also seem to vary. Many will agree to the fact that emotional needs of students are the most difficult needs to meet. It is then closely followed by learning difficulties, blindness, and finally deafness.

Teacher's preparedness is predominantly determined by the number of years that teacher has been teaching. Young teachers with few teaching experiences tend to be more associated with supportive inclusion preparedness compared to their older experienced counterparts. Increase in years of teaching or experience in teachers automatically resulted in less supportive preparedness from many of these teachers. Teachers with more than ten years teaching experience rarely accepts inclusion as opposed to teachers with less than five years teaching

experience. Matters of experience in inclusion teaching has for a long time remained consistent for teachers with many teaching experiences. However, this ideology greatly differs regarding younger years of experience. Teachers with more years' experience have a more positive preparedness towards inclusion. Years of experience has always remained a key determining factor in teacher's preparedness towards students with learning disabilities.

School infrastructure plays a great role in teacher's preparedness especially towards the teaching of disabled children in an inclusive classroom. These factors are either internal or external but all linked to the school. School management should provide all the necessary infrastructure necessary for facilitating learning. Financial and non-financial requirements play a great role in making this kind of education success. The school should provide enough equipment both to the teachers and students to facilitate this entire learning process. All efforts should be made to ensure that teachers are not overwhelmed in their duties. Good working environment, teacher's appreciation, parent support, fellow student support and community support is what is needed to encourage positive teachers towards inclusive teaching.

Incorporating students with learning difficulties together with normal children shares some very close relation with gender and grade level taught by the teacher. Most studies reveal that female teachers tend to have a more inclusive education approach compared to their male counterparts. On the other hand, high school teachers demonstrated a more positive preparedness towards teaching in an inclusive classroom than their primary counterparts. Elementary and primary school teachers were least to accept the integration of students with learning disabilities.

The second question asked, "What are the challenges that may face Dubai private schools readiness to adopt inclusive education?" From the findings and results, the main problem is

largely rooted in the high cost of entire social benefit evaluations. High expectation required from any education institution which intends to enroll students with special needs has largely contributed towards increasing the required climate. It has also helped to remove any barriers and installing a broad range measurement of abilities and achievement. This has also been a high reason for the high-cost proposition. Inclusion has helped in installing systems that cater for learner's diversity as well as a low-cost proposition.

Despite its success, inclusive learning is also facing some common challenges in its implementation. One of the greatest challenges is taking care of the needs of diversified learners. As good or perfect it may look inclusion comes with so many challenges especially its implementation. Its high cost and complexities is also another big issue that needs to be amicably addressed. In UAE private schools are far from realizing full inclusive learning probably due to high cost and complexities associated with the whole process. Up to date, there are still some divisions on the whole concept of inclusive learning something that is derailing the whole process. Thanks for the UAE where inclusion has benefitted both regular students and students with disabilities.

Critics argue that special students should be enrolled in special individualized programs (IEP) instead of competing for a position with other regular students. Inclusion is the best opportunity because it provides to all students equal life opportunities in the future. It helps to encourage a peaceful and harmony co-existence between regular and disabled humans. On the other hand there those who view inclusion as a waste of resources and that it is only practiced to customize in the learning environment. They argue that children with special needs can still be taught in specialized centers away from regular ones. It is commonly believed that those who

oppose inclusion perceive the idea from a monetary and functional perspective, those in favor hold on to a social perception

The third question asked, "What are the inherent factors that can encourage Dubai private schools to adopt inclusive education?" The findings are results showed that inclusive learning environment comprises of pupils from different background and abilities. Guaranteeing equal opportunity for all students requires all schools to be ready and willing to accommodate all the pupils respective of their needs. It is the responsibility of every school to treat each student as an equal member of its school; the school must provide an equal room of opportunity to each student. Inclusive learning faces myriad challenges given students' background diversity, interests, and abilities. In meeting these challenges schools are advised to embrace a diversified approach. It is important to also respect the different views of culture, faith, and value in any inclusive learning process. Pupils with special needs have long been sidelined from social, academic and cultural community activities. This type of learning demands equal opportunities where everyone is equal to the other.

Inclusive learning demands wider stakeholder's participation in the physical environment. It helps in bringing together all the different diversified features contained in inclusive learning. Change begins from anywhere; it can be from government's ministry spreading further to the grassroots levels where it is most paramount. Students and staffs from the public and private learning institutions need to be well educated particularly on the need for social coherence in their entire working and learning periods to help bridge the currently existing gap on disabled people. Most tend to display a prerogative separate idea towards the student with learning disabilities. Full physical inclusion does not guarantee total social and curricular involvement; there is still much that needs to be done to ensure that this whole process remains effective.

Bringing together different stakeholders from teachers, students parents and government itself can prove useful.

The idea of full physical inclusion is still yet to be fully recognized; there is still a long way to go. A child being physically disabled merely affects his/her school failure or the likelihood of being referred to special education. It is indeed the physical environment and the manner in which the classroom operates that affects this child. Most researchers have stressed on the need for quality learning environment which will provide a conducive learning environment to such children. A larger percentage on uncomfortable learning facing physically challenged pupils begins right from classroom conditions. Take a picture of a teacher teaching an inclusive classroom where he/she is not trained to cater for the physically challenged students. This situation is further aggravated if other normal students neglect their colleagues while in the same classroom or outside during other physical activities. Individual seatwork among disabled children can lead these students towards receiving minimal assistance or corrective feedback, a situation that can lead to high increased failures or consequent referral.

Lack of clarity has also brought some implementation concerns in the entire curriculum adaptation which should cover the following: learning styles, instructional training methods, modifications and adaptations potentially needed by persons with special needs. There are some actions that need to be taken to identify all the individual learning styles and appropriate instructional methods. It's important first to consider all the visual, auditory and kinesthetic learning modes which are considered relevant to various instructional models. These include printed materials, verbal lecture materials, workbook sheets, audio-visual materials; and demonstrations using vocational tools and concrete materials. It is also important to make instructional materials most effective for persons with special needs in inclusive learning.

The fourth and final question asked, "What could be recommended to support Dubai private schools readiness for inclusive education?" From the findings and results, it is the responsibility of the government to ensure that teachers receive high-quality training before being introduced to the real theatre in the inclusive classroom. They need to be educated and trained in the best right practices and preparedness required in inclusive education. The UAE government has offered so much support towards these whole concept. Both primary and secondary school teachers have continued to receive immense support from the government regarding training. However much needs to be done to ensure that these trainees became more competent and prepared to deal with ever-increasing and diversified needs of students. The government needs to emphasize more on versatile teachers to expand its crusade on inclusive learning.

Plans should be made to ensure that content on inclusive education is made part of teaching material to all upcoming teachers. This is essential towards the creation of more room for awareness and preparedness amongst teachers. Mixed training will make it possible for teachers to handle any diverse situation in the classroom without having any form preparedness. Teacher's preparedness towards inclusive education is a vast concept which has never been understood. No concrete solution has ever been developed for solving this issue, and this explains the weight of the matter. This problem is still prevalent even in the UAE where the government is still yet reach a common consensus regarding teacher preparedness.

Another important concept which also needs to be investigated is teachers pre-service towards inclusive learning. However, it is important to always keep in mind that teacher's preparedness plays an integral role in determining the success of inclusive learning at all level of education. Teachers and educational instructors are the central points of entire educational

terrain. They are the central pillars in offering inclusive education. Lack of support from teachers on inclusive education can render the whole process as a failure. Negative preparedness by teachers towards students with special needs can be a devastating move, particularly for the students as most of them will opt to drop out of school. Some teachers may develop a certain feeling that teaching students with special needs is a special career on itself and would be willing to train and look for jobs in schools that offer special education to such students. Others feel that separating students with special learning abilities is the best solution as these offers such students with ample opportunities to get their needs addressed without compromise.

5.3 Recommendation

The government is obligated to provide additional support services such as modifications and adaptations to make learning more comfortable. Such modifications and adaptations may include the provision of learning aide material such as braille, printing of regular materials; providing not taker; peer tutor; readers; captioned film and television; over-head transparencies; charts and visual materials and last but not least taped versions of written materials. As discussed previously implementation of inclusive learning is a joint task that needs the coming together of educational practitioners, non-governmental organizations, government and every other stakeholder. Inclusive education is about offering equal opportunities and support to all children and youth who maybe in dire need of this help. Inclusive curriculum needs to also focus on offering success oriented exams as opposed to the current content oriented. Stakeholders must continue pushing for the flexible, inclusive curriculum to change every aspect acting as a hindrance towards effective inclusive learning.

Supporters of inclusive education argue that formal standardized tests can also bring some adverse effects such as de-contextualized facts and skills; ranking and sorting schools and

children. It can also narrow curriculum considering that teachers tend to concentrate more on information teaching, forms and formats required in the tests. These tests have also been blamed for gender biases, race/ethnicity, and social class. Disabled people possess a wide range of abilities and disabilities. They may also emanate from different ethnic backgrounds, language skills and learning styles hence the need for adoption of a Universal Design principle. There three common universal design principles perfect for fixing this entire situation.

The first principle dwells on institutions ability to offer inclusive learning. It needs to first invite students to discuss all their disability-related accommodations. This helps the institution to effectively plan how it can meet every student's needs. These principles rule out any attempt to segregate or stigmatize such students. On the second principle, institutions are required to provide physical access ensuring easy accessibility within the entire school compound, classrooms, laboratories and fieldwork. The safety of these students is highly guaranteed in this second principle. On the last principle, the institution should have multiple methods of delivering content to students. This includes alternative delivery methods such as lecture, discussion, hands-on activities, Internet-based interaction, and fieldwork. Depending on students range of abilities, disabilities, interests, and previous experiences each delivery method may prove special in its way. The research recommends that future studies should include a comparative study with countries such as German and USA which have managed to control teacher's preparedness towards inclusive education.

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APPENDICES

Appendix 1: Literature supportive arguments

The whole system would be inclusive of private counterparts in inclusion in the system. The day when children used to be separated based on physical characters is long gone. Education is for all regardless of child's physical ability.

Private learning institutions need to remove all barriers on any educational, physical or altitudinal matters to allow inclusive learning of all students. From what has been learned in 20th-century segregation only brings separation (Gaad and Khan, 2007). The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) guarantees the rights of every person respective of his/her physical condition.

Private institutions should invest in the relevant infrastructure to cater for students with disabilities as part of the inclusive policy. This is very important as it helps in bridging the main gap currently experienced in most of these private institutions. All children should have a chance to be enrolled in his school of choice without having to consider his/her physical condition (Wam, 2017). All children have a right to compete equally in the society if given the right opportunity to acquire the relevant skills. Through inclusive education, children get a chance to live in the society equally without having to feel different from their peers.

Inclusive education is the best solution towards solving disabled children's misery.

The next alternative for the UAE is the regular education initiative. The initiative was presented in the United States of America by an Assistant Secretary of Education – C. Will. As stated by the regular education policy, general education, as opposed to special education, must be mainly in charge of general education (MOE, 2010). This statement remained unrequited as and it was

unclear how much normal education should overthrow special education functions. One hurdle noted is that the provision of special needs education was not at a combined level (De Leon, 2017). Special needs children were required to pass a test to be qualified for the combination. In certain cases, the combination was just for select subjects, which special needs children could do. However, this was discriminative deinstitutionalization. As a result, regular education changes tried bringing combination for special needs children but did not clear up discrimination elements.

Given this, education theorists felt obliged to create what is referred to as the Least Restrictive Environment Theory (Wam, 2017). This is learning to set improved to cater for the needs of special needs children within the normal schools. The amendment was done to allow challenged children to be educated without interference. At all stages of the historical growth of special needs education, there are improvement attempts realized. For example, combination advocates felt that children with special needs must be combined in the community and given education. The following are the reasons given by inclusive education advocates (Sheikh, 2015; De Leon, 2017). 1) All children have rights to be members of society and share everyday experiences with their families, neighbors, friends, and peers. 2) All children have rights to quality education in their respective schools. 3) All children have rights to learn and work collaboratively with their peers who have different skills that can help them learn and cultivate skills needed to work in real life.

The special needs children educated in normal classes perform better in school and socially compared to those in non-inclusive environments (Melanesian Institute, 2003). These children also have better success in accomplishing personalized Educational Programmed goals than those in traditional programs. Since special needs children educated in normal classes are

accepted by classmates, they also have confidence and social skills. The existing literature stresses that the academic progress of normal children is not decelerated by the presence of special needs peers in the classrooms (Arif et al., 2006; Brackenreed, 2011; Gibson Jr., 2013; Wam, 2017).

Harvey et al. (2008) define inclusive education as caring for students with special needs through appropriate support to particular students without discrimination. Inclusive learning mainly focuses on bringing changes in the management of the classroom eliminating the usual focus on child's disability as a problem. This focus is particularly aimed at remodeling private schools attitude towards disabled children. (Hettiarachchi and Das, 2014) Explains that the main agenda here is to bring changes accommodating all learners respective of their physical, social and psychological differences. At the world education forum, it was discovered that education plays a key role in removing barriers between the disabled and non-disabled.

According to the study findings Bradshaw et al., (2004), teachers' confessed that they needed to get additional training on educating special needs children to accommodate and educate them successfully. The study recommended that teachers' Universities and colleges should be equipped with highly trained lecturers to create additional special education courses. In a related study carried out by Arif et al., (2006), teachers were concerned that school inspectors were not adequately aware of the concept of inclusive education. Teachers recommended that school inspectors should be adequately trained to enable collaborative implementation of the Inclusive Education Policy. The study further recommended adequate training of inclusion experts to support teachers; funding for school facilities; and funding for learning and teaching resources. The study concluded that government and private sector support is a must for the effective implementation of the Inclusive Education Policy (Arif et al., 2006).

The attitudes of teachers are very significant determinants on whether inclusion can be successfully implemented in private and public schools (Gaad and Khan, 2007). Teachers with positive attitudes towards inclusion accept special needs students into their classes. Also, such teachers involve special needs children in all academic learning and ensure that they socially interact with other children (Thorpe and Azam, 2010). Considerable studies have been conducted to understand teachers' attitudes towards implementing an Inclusive Education Policy.

A survey was carried out in the UK looking at student teachers attitudes towards the inclusion of students with special needs in regular schools (Ainscow and Sandil, 2010). The results indicated that student teachers had positive attitudes towards the concept of inclusive education. However, their ability reduced considerably based on the severity of students special needs. In inclusive education learning, all learners are entitled to equal learning opportunities regardless of their intellectual, physical, social or any other condition. UAE ministry of education is mandated with the sole responsibility of ensuring every student has equal access to formal education. Teachers and the school also play an active role in facilitating this process. They need to provide all the necessary resources vital in facilitating this process (Hassan, 2008). Before private schools enroll in this program, the ministry of education needs to first clearly understand their readiness towards the adoption of inclusive learning. Believe perception and feeling towards inclusive learning is an important aspect that needs to be wholly understood. Additional considerations that also need to be addressed include school leadership, school climate, curriculum instructions, individual student support, and teachers 'knowledge, skills and attitudes towards inclusive education.

Disabled children face many barriers. Private schools in UAE have done little to overcome some of these barriers despite UAE government effort to offer inclusive education to

all. Understanding the various perspectives related to the concept of special education will greatly facilitate the inclusive learning process. Arif et al. (2006) explained that children with disabilities are not the problem but indeed the society.

The society has the greatest responsibility in caring for disabled children. The society as a whole needs to demonstrate the following three principles in showing its commitment to disabled children: family readiness, schools readiness, and children readiness. Private learning institutions also need to ready their teachers for effective inclusive education learning. Teachers should be impacted with the necessary knowledge, skills, competencies, and support to accommodate inclusive learning in the classroom. UAE ministry of education needs to work together with private schools leadership to ensure the successful adoption of inclusive learning in the entire UAE. Principals have a critical role in making schools an inclusive community that is responsive to the diverse needs of the students (Gaad and Khan, 2007).

Schools provide the holistic context of life, vigor, and quality for all provided the necessary supportive practices are kept in place. Successful classroom management, effective instructional techniques, appropriate accommodative practices, and instructional flexibility are some of the crucial factors needed in supporting inclusive education. Curriculum interrelation for both students is also very important. Schools need to involve special educators who can interrelate and communicate with others towards the provision of instruction and assessment to all students (Arif et al., 2006). Inclusive learning requires teachers to be well adapted to any curriculum introduced. An inclusive teacher is often expected to provide differentiated activities to all his students, homework and evaluation. Use of adapted or different instructional material and activities is a common practice for such teachers. Alghazzo and Gaad(2004) define inclusion as presence, participation, and achievement of all students.

In UAE the government has shown great interest towards supporting children with disabilities. The government has been on the front line in supporting and offering all forms support to children with special needs (MOE, 2010). Private institutions in the UAE view the whole concept of instability as a medical condition (Wam, 2017). It has been realized that most of these institutions only focus on offering academic learning to normal students ignoring the disabled ones. Gaad and Khan (2007) stress on the need to focus on private institutions towards the inclusion of these students into their institutions. UAE has made a tremendous step towards inclusion of all students to learning, but this agenda will not succeed without the inclusion of private learning institutions (Wam, 2017).

UAE has made some tremendous steps towards guaranteeing of equal education to all (MOE, 2010). Through its inclusive policy framework, the government has managed to bring equality to the disabled. It has also created and maintained an environment that brings persons with disabilities close to the society and cultural settings. It has also guaranteed the protection of human and legal rights of persons with disabilities. Through KHDA the UAE government has made some tremendous steps through effective policy creation (Wam, 2017).