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## Impact Of Inclusive Education On Household Poverty In Pakistan

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### Abstract

Inclusive education plays a significant role in alleviating household poverty and enhance well-being of all people particularly persons with disabilities. The aim of this study to highlight the impact of inclusive education on decreasing household poverty and increasing the well-being of persons with disabilities in Pakistan. The sample of 120 respondents was selected from 161 union councils of District Sargodha. In this study, multistage sampling was used to know the impact of each inclusive education variable on household poverty. Results of the study reveals that each inclusive educational variable has a negative relationship with household poverty. The use of statistical analysis of the data presents that as the level of inclusive education increase the marginal impact alleviate household poverty also increase. Moreover, the study identified that each inclusive education variable has positive association with alleviation of household poverty. So, this study suggests the impact inclusive education can alleviate poverty and enhance the well-being of all children.

**Keywords:** inclusive education, alleviate poverty, well-being

### Introduction

Inclusive education is a major theme in global education policy. It is also an important feature of the Sustainable Development Goals (SDG's). Inclusive education is part of the SDG's 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" and Pakistan is also an important signatory of SDG'S 2030 (United Nations, 2022). The aim of inclusive education is to provide quality education to all children, including special needs or with disabilities (*Global Education Monitoring Report 2020.*, n.d.). It can have various powerful impacts on household poverty in Pakistan and other nations. An inclusive education system designed enough to fulfill the educational needs of all type of learners either they are poor, rich, girls, boys, belonging to nomadic background, normal or with disabilities or belonging to ethnic minorities. An inclusive education system basic purpose is to give education without discrimination and giving them equal right of learning and grooming (*Global Education Monitoring Report 2020.*, n.d.). Inclusive education resonates well with articles 25 and 25A (Equality for all citizens and Right to education) of the constitution of Pakistan 1973 (*The Constitution of Pakistan 1973*, 2018). Both articles represent equality of all citizens and their right to education guarantees all children under the age of 5-16 years of age. Even the provincial act and laws about education prohibited to denial the education of children with disabilities. Inclusive education is very significant for Pakistan to rebuilt the growth of Pakistan for better future. Many underprivileged individuals who lack the opportunities to demonstrate their talent and excel in their particular hobbies can gain access through inclusive education (Mezzanotte, 2022). Pakistan must mandate universal education in order to honor its people's intellect and minds.

In this regard, Pakistani government make commitment at large level to ensure at large level education for all children without discrimination on the bases of abilities, gender, disabilities and economic and social status, ethnic and cultural background. A few indicators poverty level in Pakistan is \$3.65 a day can be \$3.85 in certain other country with the same indicators (The World Bank, 2023). Sometime in public arena the household items possessed by a family is considered to be the poor while at other situation it is rich. Inclusive education a process through which the ability of educational systems enhances through good policies so that it can be beneficial for all type of learners (Mezzanotte, 2022). The study was conducted to find out the "impact of inclusive education on household poverty". Exclusion creates many problems in society like theft, robbery, terrorism, war against state etc. The persons who are out from the mainstream create many problems because they are not developed as other do. All the excluded segments of society create disturbance (Rehman, 2023). Disable person commonly burden on his/her family because he is unable to perform task as other can. His leaving and other daily expenses bear by the family which make the family poorer and vulnerable. By giving proper education and training it is possible to bring mainstream such type of people, so that they can contribute in their family income. The philosophy of inclusive education it makes the individual able to learn in diverse situation and promote equality, participation, sharing and the dignity and worth of individual (Rehman, 2023). It purposes is that all children learn in the same environment and disable or children with special needs feel themselves

as the part of ordinary society.

## REVIEW OF LITERATURE

(Arafat & Khan, 2022) stated that the major cause of poverty is exclusion. The people who are poor are excluded from the mainstream they had low access towards resources. The major reason of poverty is lack of skills, training and abilities which leads them to poverty. Sreenath (2011) inculcate that the education of disable children in separate schools which are known special education school system unable to give desired results. Separate schools make for disable children with a purpose of enhancing their skills and knowledge and make them enable so that they can participate in household income and able to spent their life independently. Pakistan special citizen's act 2008 make sure that all disable person should have accessibility to all public places (Basit et al., 2022). It was also seen that in buses and other public transport there is special seats allocated fixed for the disable persons. There are footpaths for the wheelchairs and blind persons. Unfortunately, in Pakistan practically infrastructure not designed well according to the need of special persons. Like in universities many departments are at 1<sup>st</sup> and second floors, libraries and computer labs or on other floors rather than ground floor and there is no mechanism that can be facilitating the disable person. Education which can be play a vital role in poverty alleviation (Basit et al., 2022). Through proper education income inclusion of disadvantaged people can be enhanced. Researcher further stated that education directly correlated with economic he confirmed that higher the education lowers the poverty. The inability of students with impairments to access education is a significant issue in the subject of disabilities. Education is a fundamental human right that has been enshrined in the Universal Declaration of Human Rights, is covered by numerous international treaties, and is a very serious matter. The educational opportunities offered to pupils with impairments and those without disabilities vary significantly in a number of different countries. If we can't make changes to the current system, working toward the objective of Education for All won't be possible (Ehsan, 2018). Sreenath (2011) found that separate education of disable persons or children with special needs unable to give desired results. This system "separate education of ordinary children and children with special needs" followed till eighties. It was also found that round about 80 million disabled persons worldwide excluded from mainstream system of education systematically, in other hand more than 90% disable children belonging to developing countries are out of schools. Many children with impairments aren't given the chance to attend elementary and secondary schools, which is a significant injustice. Disability, poverty, and exclusion are all closely related. The development of human resources is acknowledged as a way to increase economic performance, as well as to broaden people's options and skills. Exclusion from school might result in a decrease in freedom and productivity in the job market. The international community has committed to a strategy for an action that addresses this right, acknowledging that education is a basic right of every child in the context of policymaking (Ehsan, 2018). Education is the main thing which provides the bases for the development of the economic and social wellbeing of the country. It is the duty of country to provide the equal chance of learning to all its citizens either they are normal or with special needs. The review of literature presents the linkage between education and poverty. Kim & T, Hagiwara (2010) found that education makes the man able to work in diverse situation and makes the man able to adopt new technology for performing its tasks. According to the report of World Bank (2023) there is concluded that there is direct relationship between household poverty and education. By 2023, 37.2 percent of people will live in poverty (\$3.65/day, 2017ppp). The figure is a little lower than the most recent measurement in 2018, which was 39.8%; nevertheless, when population growth is taken into consideration, there are about 3 million more poor individuals in the nation than there were in 2018. Looks toward education increase in education directly associated with increase in income. In terms of poverty reduction education is the most important thing. Report concluded that productivity in agriculture can be enhanced getting education because an educated person can perform things in a rational manner.

## OBJECTIVE OF THE STUDY

- To find out the social economic and demographic characteristics of the respondents
- To check the level of satisfaction of inclusive persons regarding education
- To evaluate the role of inclusive education in poverty reduction at household level
- To compare household income level of persons these having general education & technical education.

## HYPOTHESIS

- Educational achievement is negatively related with the poverty incidence one goes for higher levels of education, the chances of being non-poor increases
- All levels of education from primary to tertiary are significant and negatively associated with the probability of being poor.

## RESEARCH METHODOLOGY

Research methodology can be defined as a complete strategy for the identification of problem which also leads towards the final plans for gathering data and analysis of data. This chapter covers the research design, methodology including universe, sampling and instrument of data collection. This research was conducted in order to describe the "Impact of Inclusive Education on Household Poverty". Study was quantitative in nature. Quantitative methods establish very specific research problems and terms. Data collected through quantitative methods are unbiased. In this type of study data were collected through mass survey, controlled observation etc. This study employed a quantitative research design. In present study the population of the study was all physical disable person living in district Sargodha. In this research 120 respondents were selected through multistage sampling techniques. In this research various sampling techniques were used on different stages. District Sargodha was selected for this research and there were seven Tehsils in District Sargodha (Sargodha, Sahiwal, Sillanwali, Kot Momin, Shahpur, Bhalwal, and Bhera) and 161 Union Councils in District Sargodha. In this research simple random sampling on many stages. In first stage research use this sampling technique to select Tehsil from the District Sargodha. In second stage

this sampling technique is used to select Union Council from the Tehsils. Research used this sampling technique in fourth stage where respondents select conveniently. Structured interview schedule was used as an instrument of data collection. This interview schedule comprised of two portions. One portion was about the respondent's profile and the second was particular for survey.

**Instrument for Data collection**

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**Statistical techniques**

In this section different techniques are described which are used to analyze the data. The study uses descriptive statistics to summarize and describe the data. Second inferential statistics used for the testing of hypothesis.

**Percentage**

In order to make the data comparable, percentages of various categories of data were used

The percentages were calculated by following formula: -

$$\text{Percentage} = \frac{f}{N} \times 100$$

Where

$$f = \text{Absolute Frequency}$$

$$N = \text{Total Number of items}$$

**Results**

**Table No 1:** Perception about type of education is best for students with special needs of the respondents

Which type of education do you feel best for the persons with special needs	Frequency	Percentage
General Education	51	42.5
Technical education	69	57.5
Total	120	100

**Table 1** is about the perception of respondents regarding which type of education is best for disable students. Data of the table show that majority of the respondents i.e. 57.5% were in favor of technical education they think that technical education is best for the students with special needs, while 42.5% respondents were in favor of general education they think that general education is best for students with special needs.

**Table 2 -Institution’s rejection policy of the respondents**

Institution rejection policy for the students with disabilities	Frequency	Percent
To greater extent	11	18.3
To some extent	13	21.7
Not at all	36	60
Total	60	100

**Table no 2** explain data of the table show that a significant majority of the respondents i.e. 60% were not at all agreed with the statement that “Does your school, college, university or training place has zero rejection policy for the students with disabilities, while 21.7% respondents were agreed to some extent with this statement, and only 18.3% respondents were agreed to greater extent with this statement that their school, college, university or training institution has zero rejection policy for the students with disability.

**Table 3: -Learning activities of the respondents**

You contribute to regular school and classroom learning activities and events	Frequency	Percent
To greater extent	13	21.7
To some extent	26	43.3
Not at all	21	35
Total	60	100

Data of the table inculcate that a significant majority of the respondents i.e. 43.3% were agreed to some extent with the statement that “You contribute to regular school and classroom learning activities and events”, while 35% respondents were not at all agreed with the same statement, and only 21.7% respondents were agreed to greater extent with this statement that you contribute to regular school and classroom learning activities and events.

**Table no:** Correlation Between Poverty and Gender of Respondents

		Poverty	Gender
<b>Poverty</b>	Pearson Correlation	1	.578**
	Sig. (2-tailed)		.000
	N	120	120
<b>Gender</b>	Pearson Correlation	.578**	1
	Sig. (2-tailed)	.000	
	N	120	120

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

### Hypothesis No.2

**H<sub>1</sub>**= Poverty of the household has a significant relationship with gender.

**H<sub>0</sub>**= Poverty of the household has no significant relationship with gender.

The above Correlation Table shows a relationship between poverty and gender. As the correlation value is .578 which is significant at .000(<.05), these two variables are strongly significant. Hence the hypothesis that 'poverty of the household has no significant relationship with gender' is rejected.

Statistical table of correlation shows the Pearson correlation value (.578\*\*) and also significant value of two tailed (.000). If the significant values are less than 0.05 than the Pearson correlation is highly significant and if the values of Pearson correlation are above than (0.05) then values are not significant. In this regard researcher has identified the relationship between poverty and Gender of Respondents. Results of correlation test showing significant value (.000). Whereas sample size was 120.

### CONCLUSION

Inclusive education mean makes the education system able that all type of student can get education from there without discrimination and education system should be supportive enough for them to fulfill their educational needs. The purpose of inclusive education is to enhance inclusion of children toward education without discrimination and minimizing exclusion. Through this study it was concluded that inclusive education plays a vital role in the economic development of disable persons. As a result, the household poverty decreased. It was found that educated inclusive individuals earn more than uneducated and untrained disable persons. It was seen that educated individual own more assets than uneducated. Educated individual was independent and they had enough resources to meet their daily expenses. The institutions in which the students got education had zero rejection policy for the students with special needs. Majority of the respondents i.e. 57.5% in favor of technical education for inclusive persons Majority of the respondents i.e. 43.3% contribute to regular school and classroom learning activities and events. After testing hypothesis, it is proved that the relationship between the household poverty and gender had positive correlation moreover, negative correlation among household poverty and gender because of these reasons in research study reject null hypothesis and accept alternative hypothesis.

### Recommendations:

- There should be regulation that makes it essential for every public school to acknowledge all children irrespective of their special needs. However, at the initial stages, strictly rationally retarded children or children with severe physical handicaps may be referred to a special school.
- The social and electronic media should be used to make proactive observations for the community including parents. Various relations working for films, drama and cultural events can be intricate on a regular basis in monitoring how characters and stories project frailty.
- The educational strategy of the government should obviously set out the program for finding the most real, cost-effective ways of meeting the needs of all children in ordinary schools.
- There is a need to improve synchronization between of the Ministry of Education and the Ministry of Social Welfare and Special Education with the ultimate aim of shifting the portfolio of education of children with disabilities and other marginalized groups to the Ministry of Education.
- A comprehensive Study will be conducted on promoting and implementing inclusive education both Government and Private sectors

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