Impact on Achievement Motivation of Special Need Students in Inclusive Classrooms

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Abstract

The behaviour of a learner in a teaching learning situation besides being influenced by several psycho-social factors is also influenced by the structure and dynamics of his instructional group. Mutual positive feeling of group members positive attitudes, cooperation and sympathy enhance the cohesiveness and stability of the group and consequently a conducive learning climate is generated in the classroom. Such a climate fosters the growth of cognitive, affective and psychomotor aspects of the behaviours of the members of the instructional group.

Research on motivated behaviour is at the forefront of contemporary behavioural inquiry because it potentially sheds light on crucial areas in every field of behavioural science and philosophy and more deeply because it concerns as issues related to man's survival. The spirit of the present, the emergence of new responsibilities new social and cultural necessities, deep and tumultuous change in social mores and objectives have made motivation a rapidly expanding areas of scientific interest as motivation plays an important role, not only in humans but in infra humans too.

Successful implementation of diversity in education requires a special effort to respond to the special needs (SEN) of students schools generally tend to place priority on acquisition of academic knowledge but rarely make provision for activities designed to foster social affective development of special needs students.

In Indian conditions the role of education is to transform a static society into vibrant one with a commitment to development and change. It has been rightly said that an important ingredient of this metamorphosis is the emergence of a learning society in which people of all ages and all sections not only have access to education but are involved in the process of continuing education. With this view so that all sections particularly the children with special needs, who are the children who may have mild learning disabilities a profound mental retardation; food allergies or terminal illness; development delays that catch up quickly or remain entrenched, occassional panic attacks or serious psychatric problems, will involve in the process of education present investigation has been taken) .

The purpose of the study was to compare quantitiatively significant differences between special need children and general children on selected measure of Achievement motivation. The psychometric instrument administered to participants included Sentence Completion Test on Achievement Motivation.

Including the students with disabilities and having the knowledge of how to treat them are important characteristics of the effective school, and in this regard, Ainscow indicated that the effective school does effective leadership and staff who are able to deal with all students and their needs, is optimistic that all the students can progress and develop their abilities toward successful achievement, has a willingness to support its staff by meeting their needs and taking into account the curriculum and ensuring that the curriculum meets all the students need and also effective school reviews it's programs (teachers, curriculum, students progress) frequently making sure there is progress in terms of effective teacher. Successful teachers challenge the students' abilities by setting good quality tasks, providing students with opportunities to choose their tasks, variating learning strategies and providing facilities that contribute to student learning.

Keywords:

Remarking An Analisation

Introduction

The behaviour of a learner in a teaching learning situation besides being influenced by several psycho-social factors is also influenced by the structure and dynamics of his instructional group. Mutual positive feeling of group members positive attitudes, cooperation and sympathy enhance the cohesiveness and stability of the group and consequently a conducive learning climate is generated in the classroom. Such a climate fosters the growth of cognitive, affective and psychomotor aspects of the behaviours of the members of the instructional group.

The issue of educational integration or inclusion has been the focus of much debate over the past several years. Few researchers however have focused on how inclusion into the educational main stream influence the development of achievement motivation among students with disabilities.

Research on motivated behaviour is at the forefront of contemporary behavioural inquiry because it potentially sheds light on crucial areas in every field of behavioural science and philosophy and more deeply because it concerns as issues related to man's survival. The spirit of the present, the emergence of new responsibilities new social and cultural necessities, deep and tumultuous change in social mores and objectives have made motivation a rapidly expanding areas of scientific interest as motivation plays an important role, not only in humans but in infra humans too.

Successful implementation of diversity in education requires a special effort to respond to the special needs (SEN) of students schools generally tend to place priority on acquisition of academic knowledge but rarely make provision for activities designed to foster social affective development of special needs students.

For a long time there have been arguments about which factors influence the student's achievements. Some researches attribute the students achievement to the school; other indicate that the school makes little impact on academic outcome. Other researchers say that the effective teacher is the only one who can play the main role in terms of student progress. All the factors (teacher, school context, classroom context and the community around the school). contribute or impart student's achievement.

The effective school factors which influence students are professional leadership, learning environment, high expectation, positive reinforcement, monitoring students progress and parent school cooperation (Ayres Sawyes & Dinham, 2004; Senlley 200; Steve Dirham, Caimey, Craigie & Wilson 1995 : Alma Haris 1999, Owens 1998). The effective teaching of teacher's characteristics are : "lessonclarity, instructional variety, teacher task orientation and engagement in the learning process and student success rate" (Borich, 2000 p.8)

The effective teacher in inclusive classroom possesses such characteristics as: efficient use of time : good relationship with students; provide positive feedback has a high student success rate, and in general provides support for the student with and without disabilities (Lareivee, 1985)

Banerji and Dailey in their study about the effectiveness of an inclusive outcome on students with learning disabilities found that students with specific learning disabilities demonstrated academic progress at pace comparable to that of student who did not possess such disabilities in addition their teachers and parents indicated progress in self esteem and motivation.

In Indian conditions the role of education is to transform a static society into vibrant one with a commitment to development and change. It has been rightly said that an important ingredient of this metamorphosis is the emergence of a learning society in which people of all ages and all sections not only have access to education but are involved in the process of continuing education. With this view so that all sections particularly the children with special needs, who are the children who may have mild learning disabilities a profound mental retardation; food allergies or terminal illness; development delays that catch up quickly or remain entrenched, occassional panic attacks or serious psychatric problems, will involve in the process of education present investigation has been taken)

Statement of The Problem

"Impact on achievement motivation of special need students in inclusive classroom"

Educational Significance of the Problem

The international move towards inclusion of special needs children in main streaming classrooms rather than educating them in isolated environment has been a main concern raising issues and interest for educators, policy makers and researchers in recent time (Chalmers, 1998) 0' Brain has said that children with special education needs have the right to be educated in full inclusive classroom, and should not segregated for any reason. In addtion there is difference between those students to be accepted only and included as physical individuals, the reality should be accepted physically and morally without isolating them from their peers in regular classroom and preparing appropriate education which meet their needs(O Brien,2001).

Rather then a few students being seen to have special needs,schools must regard all students needs as part of the fabric of human experience and must become open inclusive and responsive institutions which celebrate rather then eliminate human difference (Christensen 1992,cited in foreman,2001).

Stanovich and other conducted a study about the differences in term of academic performance in inclusive classroom setting.

It is obvious that the effective school plays on important role in terms of students outcome (socially and academically). The most persuasive research suggests that the student academic performance is strongly affected by school culture. This culture is composed of values norms and roles existing within Institutionally distinct structure of governance, communication educational PRACTICES AND POLICES And so on. Successful schools are

found to have cultures that produce a climate OR "ethos" conducive to teaching and learning efforts to change schools have been most productive and most enduring when directed toward influencing the entire school culture via a strategy involving collaborative planning shared decision making and collegial work in an atmosphere friendly to experimentation and evaluation (Purkey & Smith cited in Owens, 1998 p.93).

Including the students with disabilities and having the knowledge of how to treat them are important characteristics of the effective school, and in this regard, Ainscow indicated that the effective school does effective leadership and staff who are able to deal with all students and their needs, is optimistic that all the students can progress and develop their abilities toward successful achievement, has a willingness to support its staff by meeting their needs and taking into account the curriculum and ensuring that the curriculum meets all the students need and also effective school reviews it's programes (teachers, curriculum, students progress) frequently making sure there is progress in terms of effective teacher. Successful teachers challenge the students abilities by setting good quality tasks, providing students with opportunities to choose their tasks, variating learning strategies and providing facilities that contribute to student learning.

Achievement motivation - Concept & Nature

Achievement motivation has been referred to as the need for achievement (and abbreviated as n-achievement), as wish to do well. It refers to the behaviour of an individual who strives to accomplish something to do his best, to excell others in performance.

According to Maclelland (1953), "It refers to the motive to achieve some standard of accomplishment or proficiency" Achievement motivation (n. achievement) is thus a learned motive to compete and to strive for success. As almost any activity from gardening to managing an educational institution can be viewed in terms of competition and success versus failure, the need for achievement influences behaviour in a large number of quite diverse situation and because it is a learned motive, there are wide differences among individuals in their past experiences and hence in their motivation with respect to achievement. There is a universal tendency in a man to stive, to excel and succeed and to win and go ahead of others. This is more likely to be learnt by social customs and education rather than being inborn. This tendency can be called the self assertion or the motive to achieve. It affects a great man activities of the individuals and helps him in meeting the obstructions which come in the way of achievement of his goal with greater activity to carry out the projects through a successful completion, to beat the rival, to achieve success for its own sake.

Success becomes a goal which must be achieved in one way or another. All of us wish to achieve something. David C. Maclelland says there is one thing that all this research taught me, it is that "man can shape their own destiny, that external difficulties and pressures are not clearly so important

in shaping history as some people have argued. It is how people respond to those challenges that matters and how they respond depends on how strong their concern for achievement is. So the question of what happens to our civilization or to our business community depends on how much times tens of thousands or even millions of us spend on thinking about setting moderate achievable goals, taking calculated risk, assuming personal responsibility and finding out how well we have done one job."

One of the major characteristics of achievement motivation is to be anticipatory dimension. Nature of achievement motivation appears to have a future reference for instance, the stated wish for achievement, successful instrumental activity anticipatory goal responses and a positive affect at the end.

Achievement motivation has been studied with wide variety of other correlates. It is studied with sex as a correlate, with culture and self esteem as a correlate with socio economic status as a correlate with faculty as a correlated, with adjust mental factors and personality factors as correlate.

Hypotheses

Attendant upon and congruent with the objectives stated earlier, the following hypotheses are proposed regarding the achievement of special needs children in inclusive classroom:

H_1

There is no significant difference between children with special needs and general children in relation to the Achievement motivation.

H_2

There exists no significant difference between boys with Special Needs and General boys in relation to their), achievement motivation.

H_3

There exists no significant different between Girls with Special Needs and General Girls in relation to their), Achievement Motivation.

H_4

There exists no significant difference between boys and girls with Special Needs in relation to their) self-concept, Achievement Motivation and level of Aspiration.

Delimitations

The Study will be delimited in the following ways:

1. The study will be confined to Upper Primary schools of Moradabad Commissionary only.
2. The Study will be confined to students of classes
3. The study will be delimited in respect of the study of only the variable Achievement motivations of Children with special needs in inclusive class-room.

Review of Literature

Knowledge of the literature related to the problem is necessary to link between past knowledge and solution of the present problem. Infact familiarity with the current and past literature always help the investigator in various ways i.e. in selecting a problem till writing a report. In this connection Goode & Hattie (1952) states :

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"No research project can be undertaken without the preliminary orientation Nor should be undertaken without knowledge of research that has already been done in the filed."

Throughout the long history of man's curiousity about the causes of his conduct and the shorter span of years since 1860 when psychology officially became a science, the question of a psychic agent which regulates guides and controls man's behaviours has been repeatedly raised and discuss. Perhaps the most popular concept of an inner entity which shapes man's destiny is that of the self. William James in his famous chapter on the self in Principles of Psychology (1890, Chapter X) set the stage for contemporary the arising and much of what is written today about he self and the ego derives directly or indirectly from James. he defend the self in it's most general sense as the sum total of all that a man can call his body traits and abilities, his material possessions his family friends and enemies; his vocation and avocation and much else. This served as the basis of many formulations and much research was carried out by Psychologists and sociologists (Cooley 1902), Mead 1913), Symonds (1951) etc.

In the first half of the twentieth century there were the "Personalistic" psychologists such as Mary W. Calkins and Wilhelm Sterm who insisted that self reference was characteristics of all psychological activities. Since 1950" research attention self concept has expanded explosively and literature on "Self' has now reached gigantic proportions. In a survey Wyle Hansford and Hattie (1982) identified 702 studies for the purpose of meta analysis related to self concept . Fifteen apparently different self terms were recognized during the meta analysis. These different terms for self are self concept, self sentiment self attitude, self confidence, self regard, self actualization. Identity development, self expertations, self perceptions self ideas, self assurance and self.

In 2002 the 86th amendment to the constitution was made mandating free and compulsory education to all children between the ages of 6 to 14.Further when RTE was enforced in 2005

In the same year ministry of HRD also drafted the action plan for inclusion in education of children and youth with disabilities (IECYD).

In 2008 Maya Kalyanpur also drew attention towards equality, quality and quantity as well as the challenges of inclusive education.She also talks about the service provisions in India for student with disabilities in the international journal for inclusive education.

Procedures Used in Collection & Interpretation of Data

Population & Sample

A population may be very broad or it may be narrowed down to any (degree desired. The first requirement in undertaking study involving the derivation of facts and principles applicable to whole population is the selection of a representative sample of that population. There are two principle sampling methods; random and stratified in the present study random cluster sampling technique is used this

method is one whereby each member of the population under consideration has the same chance of being selected for study as any other.

In the present investigation, the inferences will apply to Upper Priniary students of Class VII and WI!, both general and special need children (male as well as female) of Moradabad commissionary. The sample subjects used in this study are related to rural and urban background, and are from varied socio-economic and religious strata. The principals as well as teachers of the selected institutions were approached one by one, the objectives of the study were explained to them and request was made for their co—operation. To measure the variables of the study selected tools were administered on the subjects.

The selected sample consisted of Special need and general students of both Urban and Rural background. The subjects age sanged from twelve to fifteen.

Instruments applied to measure

The present study deals with the variable of achievement motivation and tests applied to measure it is given in the table below :

S.No.	Name	Measuring Instrument
1	Achievement motivation	Sentence completion test by Mookherjee

Psychometric Instrument used in the study
Sentence Completion Test

To measure achievement motivation sentence completion test, a forced choice inventory developed by Mukhjee and adapted in Hindi by "D' (1970) as used, sentence completion test consist 50 items there are three alternatives in an item and test has been score in the following manner.

Item No	Answer	Item No	Answer
1		23	v
2	I	24	I
3	c	25	v
4	v	26	I
5	c	27	v
6	v	28	I
7	c	29	v
8	I	30	I
9	c	31	c
10	I	32	c
11	v	33	v
12	I	34	v
13	v	35	c
14	v	36	v
15	c	37	c
16	c	38	c
17	I	39	v
18	I	40	c
19	c	41	v
20	c	42	I
21	v	43	I
22	c	44	v
45	I	48	c
46	c	49	I
47	I	50	c

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Alternate to student to make reply there are 50 items in the sentence completion test and each item carry out three alternates in which total three items are correct but which one you like most make a circle and other one you like rare may a cross and leave the third one.

The test has been widely used in India and has high reliability and validity.

Application of Statistical Techniques

"Statistics is a method of decision making in the face of uncertainty on the basis of numerical data and calculated risks."

The large volume of numerical information gives rise to the need for systematic methods which can be used to organise present analysis and interpret the information effectively statistical methods are primarily develped to meet this need , In view of croxton and Lowden statistics may be defined as the collection presentation, analysis and interpretation of /numerical data. Statistics is indispensable in research as most of the advancement of the knowledge has taken place because of experiments conducted with the help of statistical methods. Infect there is hardly any experimental work today that one can find complete without statistical data and statistical method. Also it is impossible to understand the meaning and implications of most of the experiments in various disciplines of knowledge's without having at least a speaking acquaintance with the subject of statistics.

In our present study after data collection scoring work was done 7 (, After scoring the tests and systematising the scores the following statistical measures were used to analyse and interpret the results and to test the hypotheses.

The Mean

The most important measure of central tendency is the arithmetic mean It is the measure of average. Its working definition is. "It is the sum of total measures divided by the number of measleres.

$$M = \frac{\sum x}{N}$$

By introducing the symbol M is to represent the arithmetic mean, the symbol X to represent the individual measures and the symbol N to represent the total number of measures in the series. The symbol E measures "Sum of here sum of separate measures.

When data are grouped into a frequency distribution, the mean is calculated by the formula given below :

$$M = \frac{\sum fx}{N}$$

The & column is found by multiplying the midpoint (here x) of each interval by the frequency upon that interval; the sum of Fx his further is divided by N to obtain the mean In the present study the above formula has been applied.

Median

The median is defined as the measure of the central Item when they are arranged in descending or descending order of magnitude. \ It is that value of the variety for which there are equal frequencies of greater and smaller values i.e. the total frequencies above this value is equal to the total frequency below this value.

When the total of the frequencies is odd and equal to say n, then the value of $\frac{(n+1)^{th}}{2}$ of item gives the median.

When the total of the frequencies is even and say 2n then nth & (n +1)th are two central item. The arithmetic average of these two items gives the median.

For a grouped series median is given by the following formula :

$$\text{Median} = L_1 + \frac{N/2 - F}{f} \times C.i.$$

where:

L_1 = Lower limit of the median class.

C.i. width of the class interval of the median class

F = frequency of the median class

N/2 = Median Number

F = Cumulative frequency of the class just preceding the median class

The median is best used for qualitative measures.

Mode

It is that value of the variate which occurs maximum number of times in a distribution and around which other observations are densely distributed.

The mode can also be calculated by the given formula i.e.

Mode = 3 Median — 2 mean

For a grouped frequency distribution we can calculate the mode by interpolation formula as given below:

class

$$\text{AI Mode} = \frac{\Delta_1}{\Delta_1 + \Delta_2} \times h$$

Δ_1 = Difference of frequencies of modal class and the preceding

Δ_2 = Difference of the frequencies of modal class and the following class

h = width of modal class

Modal value is a value around which there is concentration of observations and therefore regarded as best representative of the observations.

Standard Deviation

The standard deviation concept was introduced by Karl Pearson in 1893. It is by far the most important and widely used measure of studying dispersion S.D. is also known as not mean square deviation for the reason that it is the square soot of the means of the square depiation from the A.M. S.D. is denoted by a small Greek letter 'a' Sigma.

The S.D. measures the absolutes dispersion or variability of a distribution the grater the amount of dispersion or variability the greater the S.D. of for the

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distribution greater will be the magnitude of the deviation of the values from their mean.

The 't' Test

The 't' test is defined as the ratio of the deviation from the mean or other parameter in a distribution of sample statistics to the stancird error of that distribution (Guilford, 1973). The t test was applied to each of the mean test scores of the children with special needs and general category of both male and female subjects. The test was used to determine whether or not significant differences existed between the group means.

The test has been defined in terms of the following formula :

$$t = \frac{x_1 - x_2}{\sqrt{\dfrac{P_1^2}{N_1} + \dfrac{P_2^2}{N_2}}}$$

Evaluation of the 't' test was accomplished by entering for the table t with the appropriate number of degree of freedom (n, + n2 — 2) and obtaining the probability value (P). At the onset of the investigation, .01 and .001 levels of incidence wee determined as indicating significant differences between the children with special needs and general category groups.

Co relational Analysis

The coefficient of correlation is a mathematical ratio that tells us to what extent two things are related to what extent variations in one go with variations in the others. It has minus one and plaids one as it's limits. Coefficients that are negative and approach minus one indicate inverse relationship; coefficients that approach positive one have a direct relation she approach zero indicate on absence of relationship.

Result & Discussions

The sample of the present study comprised of General and special need children. The data collection started with the administration of self concept questionnaire, measure of level of aspiration and sentence completion test for achievement motivation the sample of final investigation consisted of 162 subjects for whom the complete data on all variables under study were available. As already stated, the present sample was drawn from Moradabad commissionery. The subjects under study came from varied socio-economic status and relivious studying in classes VII and VIII. The mean age of the subjects was 13 years, 6 months. The primary interest of the present investigation centred around the comparison of differences between general students and special need students on achievement motivation.

Comparison of Special Need Children with General Children on Achievement Motivation

Achievement motivation is operationally defined as the need for achievement (and abbreviated as n-achievement) as wish to do well. It refers to the behaviour of an individual who strives to accomplish something to do his best, to excel others in performance. It refer to the motive to achieve some standard of accomplishment or proficiency (Maclelland) Since achievement motivation is an important dimension for special need children the sentence completion Test was administered in classrooms where special Need Children were in majority. The means for special need Children and General children shows 17.470 (3.572) and 18.43 (14.145) respectively in Table No. 7. The mean value shows higher achievement motivation in case of General students but the 't' value does not reach upto significance level. On the basis of mean values and 't' ratio it could be concluded that there is no marked difference in their achievement motivation and the HO, that there is no significant difference between children with special needs and general children in relation to their achievement motivation is accepted. This is in ture with the findings of previous researches. Haward M. Weiner concluded in his study on `Effective Inclusion' found that in inclusive class rooms both special & general children can achieve academically as well as or better than their counter parts in non inclusion classes. Michal, Eva, Roebers, Claudia M. in 'Swiss Journal of Psychology' Vol. 67(4) Dec 2008 p. 249-259 found no difference with respect to self concept and achievement motivation regular & special need classes.

Table No. 1
Frequency Table Gender—Wise

Gender	Frequency (N)	Percentage
Boys	111	68.5
Girls	51	31.5
Total	162	100

Age Wise

Gender	Frequency (N)	Percentage
13 years	123	75.9
14 years	39	24.1
Total	162	100

Category Wise

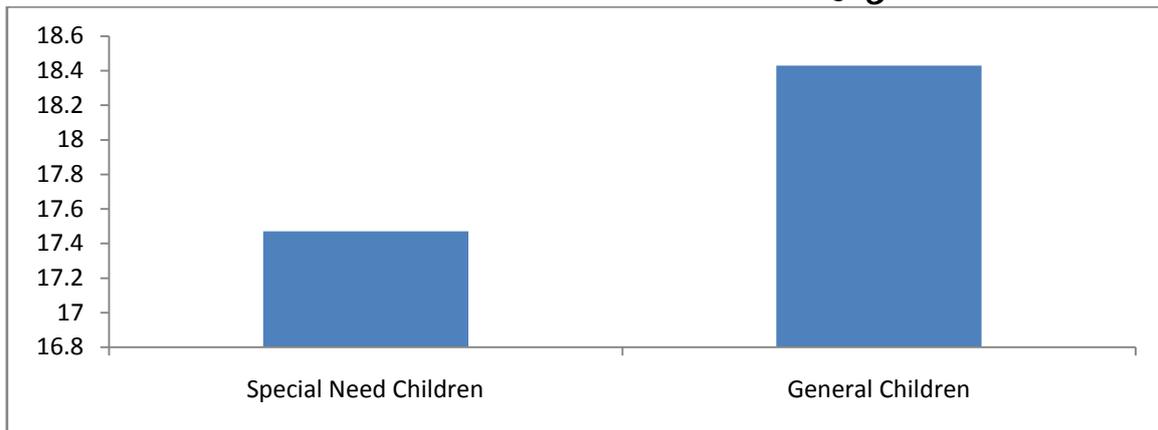| Gender	Frequency (N)	Percentage
General	102	63
Special	60	37
Total	162	100

Table No.1
Comparison of Special Need Children with General Children on Achievement Motivation

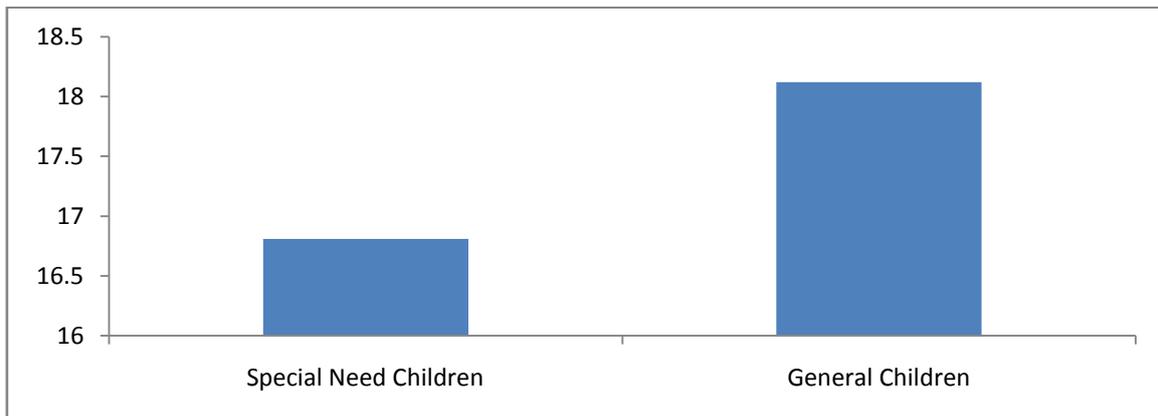| Category	N	Mean	S.D.	S.E.$_m$	't' df =160	Significance
Spl need children	60	17.47	3.572	.461	+1.563	Not Significant
General Children	102	18.43	4.145	.410		

Table No.2

Comparison of Special Need Children with General Children on Achievement Motivation

Category	N	Mean	S.D.	S.E.$_m$	't' df =160	Significance
Spl need children	36	16.81	3.013	.502	+1.935	Not Significant
General Children	75	18.12	3.963	.458		

Table No.3

Comparison of Special Need Children with General Children on Achievement Motivation

Category	N	Mean	S.D.	S.E.$_m$	't' df =160	Significance
Spl need children	24	18.46	4.149	0.847	-0.685	Not Significant
General Children	27	19.30	4.581	0.882		
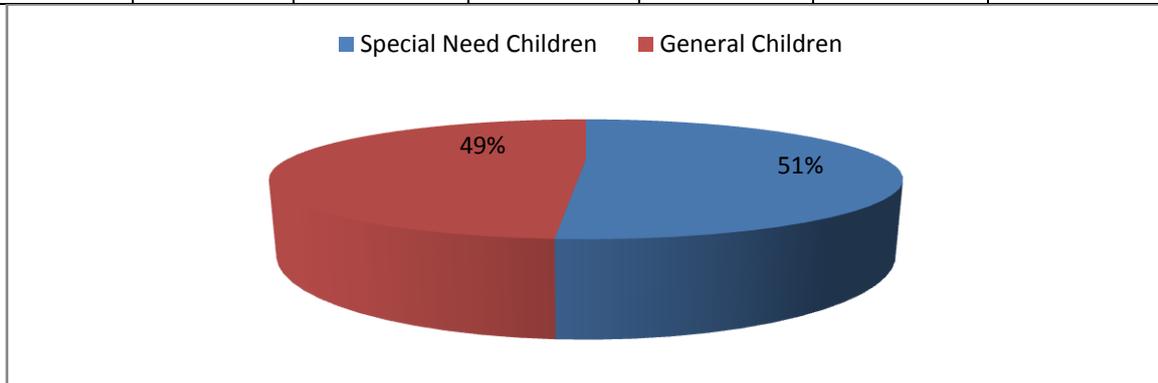
Achievement Motivation

To compare the boys and girls with special needs on the sentence completion test of achievement motivation. The means and standard deviations were calculated on the test. The mean values for boys and girls with special needs show 16.81 (3.013) and 18.46 (4.149) respectively in Table No. 25. The mean value shows higher achievement motivation in case of special needs girls but the 't' value is non significant. On the basis of mean values and 't' ratio it is concluded that there is no marked difference between boys and girls with special needs on achievement motivation.

Conclusion, Implications and Recommendations For Further Study

The purpose of the study was to compare quantitiatively significant differences between special need children and general children on selected measure of Achievement motivation. The psychometric instrument administered to participants included Sentence Completion Test on Achievement Motivation.

The population of the study consisted of male and female students studying in Upper Primary Schools. Both male and female students of Classes VII & VIII of upper primary schools of Moradabad Commissionary were taked for the purpose of sample. On the basis of gender and category the sample was divided into two groups special need student and general students as well as Boys and girls.

't' ratios were calculated to differentiate between special need and general students and also to conform the previous findings of the study in addition coefficient of correlation were also computed.

H₁

There is no significant difference between children with special needs and general children in relation to their achievement motivation..

H₂

There exists no significant difference between boys with special needs and general boys in relation to their achievement motivation.

H₃

There exists no significant difference between Girls with special needs and general girls in relation to their achievement motivation.

H₄

These exists no significant difference between boys and girls with special needs in relation to) their achievement motivation.

The conclusions of the study are presented according to the order of presentation employed in the previous chapter. The following results are drawn on the basis of 't' analysis & coefficient of correlations-

1. There exists no significant difference between special need and general children in relation to their achievement motivation.
2. There exists no significant difference between special need and general children in relation to their achievement motivation.
3. There exists no significance difference between boys with special needs and general boys in relation to their achievement motivation.
4. Boys with special needs showed higher mean values on achievement motivation in comparison to general boys.
5. There exists no significance difference between girls with special needs and general girls in relation to their achievement motivation.
6. There exists no significance difference between boys and girls with a needs in relation to their achievement motivation.

Implications of The Research

Education can do much to help the individual to achieve his fullest self realization, whatever his level of native capacity. It can provide for what Parnes (1963) calls creative calisthenics to counter act the atrophying of talents. It can help to develop those cognitive modes which are 'Ultimate human assets" (Toynbee, 1964) and help person to become self-actualised (Maslow, 1954). It can help to provide what Rogers (1962) call the 'Psychological safety' and 'psychological freedom' necessary to the creative individual. It, perhaps, means complete freedom for non conformity of thought, even if not for non conformity of behavior. Only concentrating on scholastic achievement we are not developing full human being through education. Educational philosophy, as Guilford (1905) maintains should not disparage learning for the sake of remembering large quantities of information.

The Education should concern more with fashioning of creative genius that with what Murray calls 'Paralysis of Imagination'. This can happen only when in our teaching-learning process, we keep in mind the multi dimensional view of intellectual functioning what seems called for us is to bring into academic education a wide range of practitioner activities and a greater emphasis on student initiative and freedom so that students achievement motivation might be improved.

The present study might be useful in giving emphasis on the upliftment of children with special needs in the inclusive classrooms so educationists might be successful in paying their attention to understand problems of this group . To improve their conditions the government should provide more educational amenities to create enriched environment in schools so that the percentage of dropouts might be reduced and they might make progress like the normal students.

Teaching students with disabilities is an inclusive classroom may be -regarded as a challenge for teacher accustomed to teaching in the regular classroom, therefore teacher should require the basic characteristics of effective teaching. to be a successful teacher in inclusive classroom is not easy, because usually in such cases the teaching is dealing with different abilities. Most of the effective teaching evidence comes from the research done by Westwood, 1995 where he found that the effective teacher should be a good classroom manager, focusing on academic skills with good expectation, enthusiasm, using effective strategies to keep students on task and using variety of teaching and resources strategies covering the material content. Also the effective teacher uses easy presentation of

material taking into account differences between the student, gives frequent feedback for all students and check for understanding by using probing questions.

It is obvious that the effective school plays on important role in terms of students outcome (socially and academically). The most persuasive research suggests that the student academic performance is strongly affected by school culture. This culture is composed of values norms and roles existing within institutionally distinct structure of governance, communication educational PRACTICES AND POLICES And so on. Successful schools are found to have cultures that produce a cliamte OR "ethos" conducive to teaching and learning efforts to change schools have been most productive and most enduring when directed toward influencing the entire school culture via a strategy involving collaborative planning shared decision making and collegial work in an atmosphere friendly to experimentation and evaluation) (Purkey & Smith cited in Owens, 1998 p.93).

Including the students with disabilities and having the knowledge of how to treat them are important characteristics of the effective school, and in this regard, Ainscow indicated that the effective school does effective leadership and staff who are able to deal with all students and their needs, is optimistic that all the students can progress and develop their abilities toward successful achievement, has a willingness to support its staff by meeting their needs and taking into account the curriculum and ensuring that the curriculum meets all the students need and also effective school reviews it's programs (teachers, curriculum, students progress) frequently making sure there is progress in terms of effective teacher. Successful teachers challenge the students' abilities by setting good quality tasks, providing students with opportunities to choose their tasks, variating learning strategies and providing facilities that contribute to student learning.

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