Learning Difficulties of Children with Disabilities

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Abstract—The learning difficulties of children with disabilities are always a matter of concern when we talk about educational needs and quality education of children with disabilities. This paper is the outcome of the review of the literature focused on the educational needs and learning difficulties of children with disabilities. For the paper, different studies written on children with disabilities and their education were collected through search engines. The literature put together were analyzed from the angle of learning difficulties faced by children with disabilities and the same were used as a precursor to arrive at the findings on the learning of the children. The analysis showed that children with disabilities face learning difficulties. The reasons for these difficulties could be attributed to factors in terms of authority, structure, school environment and behaviors of teachers and parents and the society as a whole.

Keywords—Children with disabilities, learning difficulties, education of children with disabilities, disabled children.

I. INTRODUCTION

DISABILITY is a worldwide phenomenon that can prevail in any class, ethnicity, caste, race, gender, community, place, economic status, etc. Disability can either be inborn or the result of an accident that an individual faces in the course of his/her life. Disability is a complex multidimensional condition and poses a number of challenges for measurement [1]. Operational measure of disability varies according to the purpose and application of the data and the aspect of disability examined. Due to this, mainstreaming disability is considered difficult and not prioritized by the implementers [2].

The report of UNDP indicates that around 15% of the world's population, or an estimated 1 billion people, live with disabilities [3].

Comparative studies on disability legislation show that only 45 countries have anti-discrimination and other disability-specific laws in the world. UNICEF, 2012 estimation suggests that there are at least 93 million children with disabilities in the world, but numbers could be much higher. They are often likely to be among the poorest members of the population [4].

In Nepal, the prevalence percentage of people with disabilities is estimated to be around 3.6%. Male and female disability rates are 4.2% and 3.0%, respectively. Physical disabilities account for 29.2% of people with disabilities, 22.3% for visual disabilities, 23.4% for hearing disabilities, 2.4% for vision/hearing disabilities, 8.6% for speech disabilities, 6.8% for mental retardation, and 7.3% for multiple disabilities [5]. However, around 2% (1.93%) of the population (513,321 in total) is stated to have a disability. Physical disability accounts for 36.3% of the disabled population, with blindness/low vision (18.5%), deaf/hard of hearing (15.4%), speech problem (11.5%), multiple disability (7.5%), mental disability (6%), intellectual disability (2.9%), and deaf-blindness (1.8%) following closely behind [6]. Data of the Disability Atlas Nepal, 2016 reveal that 1.94% of the population in Nepal is disabled and for every category, males are inappropriately more disabled in number and percentage compared to the female population. There is a big difference in prevalence in terms of rural and urban disability. The greatest difference is for deaf/hard of hearing (11 times more in rural area) [7].

According to the Open Society Foundations, there is no public education system in the world that is entirely free of unequal educational opportunities. There are important cross-country variations in the forms, extent, degree of systematic inequalities of educational opportunity, and the discrepancies in the policy responses. The idea of inclusive education is widely used to ensure such inconsistencies. Actually, inclusive education is to comfort the challenges of the uneven education chances in education systems especially for children with disabilities [8].

When we talk about the education or learning opportunities for the children with disabilities (CWDs), there seems indeed a challenge in generic thinking. The challenges are the learning difficulties with the children which are in most of the cases created by the society, community, parents, teachers and even the schools. At least 75% of the projected 5.1 million disabled children in Eastern and Central Europe and Central Asia are denied access to a high-quality, inclusive education [9]. In underdeveloped nations, 90% of children with impairments do not attend school [10].

According to a study conducted in Zimbabwe, it was found that the majority of present classrooms need to be modified to accommodate the needs of students with hearing impairment. Both heads and teachers agreed that students with hearing impairments, particularly those who are seriously afflicted, deserve specific educational facilities [11].

Significant studies in the Indian context reported [12] the extreme exclusion of CWDs from the basic early childhood provision of health, nutrition, and preschool education. These studies reported that a large proportion of young CWDs had no access to early childhood education and those who had attended early education centers were denied meaningful interventions at the school level. The latest data from Nepal's Census 2011 showed that out of 6.57 million people with disabilities in the age group 5-19 years, 1.75 million (26.7%) never attended any school and 0.8 million (12.1%) dropped out of schools from 2001 to 2011 [12].

Human Rights Watch, 2012 report mentions that a significant number of CWDs do not go to formal schools. They are mostly

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rejected during school admission and their parents too are unaware that education is a fundamental right for their children. Due to hurdles and challenges at school and in the home, CWDs have a high dropout rate [13]. 'While Nepal has made significant progress toward achieving universal primary education as part of its commitment to the Millennium Development Goals (MDGs), children from marginalized communities, such as CWDs, represent a significant portion of the 330,000 primary school aged children who remain out of school in Nepal,' according to the Nepalese government and the United Nations [14].

The 'Inclusive Education Policy for Persons with Disabilities, 2016' is currently in effect in Nepal. The policy states that students should be able to study in their native communities without prejudice, but it also allows for special education for CWDs [15]. However, the policy itself indicates that there is the problem in mainstreaming disabled children in education due to the low level of responsibility taken by family members, community and schools. There is the problem in attaining expected achievements in ensuring the quality of lives and independent livelihoods by the disabled children even if there is a social inclusion policy. Due to the ineffectiveness of peer learning and child-centric activities, there is a chance for social exclusion and education derailment. There is no systematic modern information technology to facilitate the learning process for impaired youngsters, which has hampered their learning [15].

According to a report by the Resource Center for Rehabilitation and Development (RCRD) and Save the Children (2014), Nepalese disabled children are denied access to education, basic health care, early intervention, rehabilitation, and a variety of other specific supports that they are entitled to under the law. They frequently confront infrastructural obstacles, societal discrimination and discriminatory ill-treatment in the home, and school rejection [16].

Through this literature, it can be determined that there is definitely learning difficulty to the CWDs. Thus, this paper intended to go through the literature based on the education of disabled children through which the analysis of the situation of the children's learning difficulties were revealed. The purpose of this exploratory method was to obtain qualitative results of the literature based on the education of children, and thereby unveil the empirical findings on learning difficulties faced by the CWDs.

In the above context, a research project to answer the research questions was developed as to what are the empirical evidence to validate that there are learning difficulties among the CWDs in schools and how the literatures' findings are shaped in debunking the problems and challenges faced by the CWDs.

II. METHODS AND PROCESSES

This study is based basically on descriptive analysis in the findings of different studies carried out in the world from the perspectives of CWDs and the education of CWDs. The purposive idea of the study was to figure out the learning difficulties to the CWDs. Thus, purposively, the lens of the paper was inclined to learning difficulties to CWDs. There were three bases (Disability and education, CWDs and education, and inclusive education of CWDs) for the collection of the studies. The major purpose of determining the categories was to ensure the maximum number of studies in the field of disabled-focused education.

With the view to find the answers to the above research questions, first the relevant literature regarding the findings of CWDs, which basically focused on learning and educational difficulties of CWDs were reviewed. Different literatures of CWDs were gone through. For that, the websites of scholarly journal articles were visited. More than 60 studies, mostly journals based on the thematic area were collected and these were skimmed on its inclination to children with learning difficulties. Thus, this paper is the analysis of 52 studies from educators, learners and institutions perspectives.

After compiling the literature on the thematic areas, the key findings of the studies were summed up. The challenges occurred in some cases to find the free access of proper studies based on disabilities and learning difficulties of children with disabilities. So, in that case, international friends were asked to download the journals.

The major findings of each study were also captured from the documents to explain the research findings in the area of CWDs and their learning difficulties in schools. The findings were analyzed by exploring the perspective of disabilities and thereafter tried to set the lens on findings through theoretical approach of learning difficulties among the CWDs.

III. FINDINGS

A study on inclusive education in the Tanzanian context with a focus on Please give the long form of the abbreviation first. Head Teachers' and Teachers' Perspectives suggested that the inclusive schools were with barriers that hindered effective implementation of inclusive education. The major obstructions included an inaccessible physical infrastructure, a similar curriculum, untrained teachers, and a lack of teaching and learning materials. It was found that majority of teachers did not support inclusive education because untrained teachers implement it [17]. In this line, another study focused on teachers' perspectives carried out in Canada elaborated four features of inclusive education from the perspectives of teachers: (1) attitudes towards inclusion, (2) supportive communication and collaboration, (3) classroom community, and (4) support and training. The results of this study also corroborate the above results and indicate some differences between elementary and secondary teachers' understanding and perceptions. The secondary teachers have to some extent a good understanding of inclusion and inclusive education [18].

The above findings are based on the barriers to the students because of the untrained teachers to implement the ideas of inclusive education. Similarly, there are infrastructural including material barriers that are curtailing the learning needs of the children. The barriers to the children are not only based to the schools but also to the teachers' self-efficacy.

It can be assumed that teachers engaged in teaching disabled

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children could be facing problems in doing so owing to diverse impairments. Teachers' sense of efficiency decreases as difficult students grow older. Here the disabled children are referred to as difficult children. The study further reveals that teachers do not reject hard-to-reach students; rather they think they are not teaching properly [19].

There are always the roles of teachers' self-efficacy, knowledge and attitude to provide better education in inclusive education settings. Teachers' self-efficacy is a crucial factor that drives students' motivation and explains their actions. Educators and academics have spent a lot of work attempting to figure out how to evaluate and comprehend the efficacy of instructors. In addition to describing teachers' behavior, researchers use self-efficacy as one of the factors used to predict motivation [20]. There is another argument that self-efficacy is directly related with the learning achievements of the students. Baron and Byrne indicated that self-efficacy has an influence significant to the activity of learning. In the activity of learning, self-efficacy is associated with the belief that the students have in their ability to perform tasks, organize activities, learn on their own, and to live with the hope of academics of their own and others [21]. Thus, self-efficacy is highly essential to achieve the successful task and the duties of the school.

Not only self-efficacy, the attitude and knowledge of teachers also play a role to ensure learning opportunities for the CWDs. Several researches, such as [22] & [23], focus on teachers' attitudes toward the inclusion of students with disabilities. Thus, we can say that eventually, the teacher's attitude toward inclusion affects the learning environment of the student in the schools [22]. As concluded by Hellmich et al., attitudes, knowledge and self-efficacy are crucial in implementing high-quality inclusive education practices in the schools; we can say easily that there is a role of self-efficacy, knowledge and attitude to implement inclusive education in the schools. These roles have been supported by other literature also [23].

Teachers' attitudes towards different categories of disabilities may differ and this assumption was proved by the study on "Teachers of the Deaf as Compared with Other Groups of Teachers: Attitude towards People with Disabilities and Inclusion". It has revealed that the attitudes of teachers varied depending on their position and situation. Teachers of the deaf had a more favorable attitude than the other groups of teachers toward people with disabilities, but their attitude toward integration was the most negative [24].

In the case of hearing impairment on the learning process, it has been found that the hearing impaired students will have lower learning process due to their hearing impairment. As suggested by Manchaiah and Stephens, hearing impairment causes a variety of psychosocial, mental, and physical effects that lead to their limitations on activity and restrictions on participation [25]. Powell et al. have indicated that the hearing impaired students' academic participation is badly hampered by communication barriers [26].

It has been found that the students with hearing impairment in inclusive classes seem less responding to questioning, opinion making and involving themselves in class discussions.

As to Stinson and Liu, hearing impaired students need more time to understand the questions asked by their teachers, colleagues and to answer these questions correctly [27]. They need more time for group communication and interaction. Kyle says that students with hearing impairment will have more difficulty in following class discussions [28]. Thus, the teachers have a pivotal role in making such children understand and motivate them to get involved in class discussions. It solely depends on the way of teaching the students. What materials the teachers use in teaching will have a major role in understanding and receiving the information by the students. According to Charema, the attitude and willingness of teachers to accommodate and attend to the needs of the students, thus cannot be underestimated [29]. In the learning process, students with hearing impairment are very much dependent on what is said by the teacher [30]. If this is the situation then the recommendations could be as suggested by Talmor and Kayam [31]. They mentioned that a single strategy was not sufficient in changing the attitudes of teachers and teacher trainers. The two strategies of instilling knowledge on disorders and exposure to individuals with special needs must be included [31].

Research on inclusive education policy, the general allocation model, and dilemmas of practice in primary schools has come up with the findings that inclusive education has not resulted in positive outcomes for students who need learning support. The research [32] reveals that such a situation is because the built system on defective assumptions focuses on a psycho-medical perspective of disability where intersectionality of disability with class or culture is not considered. The study opines that those students who need support are better understood as 'home/school discontinuity' rather than disability. Further, the study uncovers the power of some parents to use social and cultural capital to ensure eligibility to enhanced resources. The study has argued that a hierarchical system has managed in mainstream schools to support needs in inclusive settings as a result of funding models [32].

These described findings are basically the findings of qualitative studies. Quantitatively, such findings might be different in terms of perceptions of educators towards inclusive education.

In a study carried out on "Educators' Perceptions of Inclusive Education", it has been found that the educators' gender, qualifications and experiences as educators have no relation to their perceptions of the successful implementation of inclusive education and educators' perceptions of an inclusive classroom [33].

Another study on "Teachers' Attitude towards Inclusion of Students with Intellectual Disability in Community Schools" [34] was carried out in Nepal to find out the acceptance of an inclusive education model by the teachers of students with intellectual disabilities. The hypotheses were set for teachers' attitude, subjective norms and perceived behavior. The study [34] concluded that generally teachers feel higher social pressure to practice inclusive education for students with intellectual disability (SWID). It further elaborated that

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teachers are less positive about the notion of providing inclusive education of SWID. Similarly, the intention of teacher to practice inclusiveness in classrooms for SWID increases with their knowledge about intellectual disability. Intention of teachers to practice inclusiveness in the classroom was associated with teachers' expectation from people with intellectual disability more that their knowledge about intellectual disability [34].

Through the above findings of inclusive education, it can be argued that teachers' attitude, beliefs, intention, training, etc. are the major determining factors to practice inclusive education in the classroom.

A study on "Schooling of Girls with Disability" has the findings that school culture, the available resources, facilities and services at school were not as adequate as needed fully for Girls with Disabilities (GWDs) [35]. These have obstructed the girls to acquire knowledge and skills to their full potentials. Despite these obstructions, the girls were found diligent in comparison to other peers [35].

The study [35] was focused on GWDs but this study is rounded up to both males and females disabled children who are studying at resource class schools and special schools. The available resources, facilities, services provided by teachers will be the study realm. So, this finding can be linked on the findings of this study too.

In case of children with multiple disabilities, different studies have indicated that there are difficulties in learning to the children. Children with multiple disabilities require special support in educational services and special arrangements of education placement and curriculum design but these things basically lack in most of the cases [36]. Avramidis and Norwich came to the conclusion that teachers are more ready to make an attempt to include kids with mild disabilities, but this is not the case for students with more severe or numerous needs [37]. There are cases of exclusion, educational hurdles, and a lack of opportunity for kids with multiple disabilities to utilize the present educational system [24]. Through these findings, we can argue that there are severe forms of learning difficulties to the multiple disabled children because of the approach to the inclusive education principle.

Regmi mentioned on practice of inclusive education in schools critically that there is less effective inclusive pedagogy within the available policies on inclusive education specially designed for CWDs in Nepal. Pedagogical practices have lapsed owing to a number of issues, including inadequate teachers, a lack of inclusive practice in schools, a lack of community and school coordination, and limited financial resources. Social issues such as social ideas and values, a lack of resources, and ignorance, as well as teachers' unfavorable approaches and attitudes, all play a role in inefficient inclusive education [38].

In line with the findings, Thapaliya indicated that there are contradictions in contents of policies in Nepal that are more inclined to the medical approach of disability. There is a contradiction on government and society perspectives on disability where the society believes that disability is because of the evil deeds of the particular persons which will automatically contribute to discrimination, stigmatization, segregation and eventually exclusion from the society itself [39]. The attitudes of teachers and parents are found negative towards disability which is affected by sociocultural ideology, barriers in texts and curriculum, and confusing policies. It revealed that there are different significant influencing factors such as teacher type, age, gender, education levels, coursework, and residence on determining teachers' attitudes towards inclusive education [40].

Access to school is another issue for the CWDs. Research by Oosterlee mentioned that access to schools differs among disabled children: the availability and accessibility of schools for deaf children are sufficient, while the availability of schools for blind and intellectually disabled children is doubtful [41]. There is no school for children with numerous disabilities. Because the location of schools, parents' income, and existing (special) schools all have an impact on each other; accessibility, cost, and availability are all intertwined. Due to free education for CWDs, income as an independent factor does not play a crucial role in school attendance. Furthermore, parents' educational attainment and caste origins are not strongly associated to the children's attendance at school [41].

The hurdles of learning difficulties are because of the lack of coordination between stakeholders; government inefficiency in a time of political upheaval and a tendency for education stakeholders to frame inclusion of disabled children as primarily a socio-economic issue to the neglect of other confounding factors [42]. Similarly, there are other important factors for a good life including education of the CWDs including their families. Physical and emotional health, as well as degrees of empowerment and independence, are critical [43].

A baseline study of children with disability by UK Aid revealed that disability has the casual consequence of social exclusion and if it intersects with other forms of marginalization and discrimination, it becomes increasingly hampering on daily lives of persons/CWDs [44].

Regarding disability and ensuring education, the sensitive issue is basically in its execution. The governance part is also weak in the organizations that are working on the issue of disability. The existence of policies is largely being shadowed due to lack of responsibility, accountability and transparency [45].

Major factors of the learning difficulties are the attitude towards education of disabled children, lack of resources in the schools to manage the overload of inclusive education coupled with the alarming factors of poor, poverty and deteriorated health in the developing countries like Nepal [46]. The current problem is the education opportunity as it relates to the treatment of integrated education for the education needs of CWDs. In Nepal, the issue of inclusion seems to have been partially met as special needs education is to some extent availed [47].

IV. DISCUSSION

The studies clearly inclined to learning difficulties to the children. These studies indicate that there is an obstruction in implementing the phenomena of inclusive education due to

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different factors associated with the parents, teachers, schools and even the community. A study conducted in USA revealed that there is a need of more effort from the teachers, peers and the schools to help students in the school environment to continue the education of disabled students [48].

Even though the studies inclination towards learning difficulties to the children, we cannot directly assume that there are not any learning opportunities for the CWDs. Due to learning opportunities through inclusive education and special education concepts, there are some positive changes to the education of the children. Due to inclusive education and special education practices, the learning difficulties are gradually changing to learning opportunities in some of the countries. It is established that the benefits of a specific interactive learning environment in terms of achieving the highest levels of school achievement and group cohesion for all students, as well as maximizing on the benefits of interaction for learning [49], [50]. However, disability is more or less equated with learning difficulty in most of the countries because of the hindering factors associated with it. People with disabilities are subjected to various deprivations, according to the World Bank Report, and they are the most excluded from school. It was also discovered that the more severe a child's condition, the less likely the child is to attend school. [51].

The Tanzanian study by Tungaraza indicates that there are hindering factors associated from physical barrier to the teaching learning materials in the school [17]. This finding is supported by a report of Canada that there are key learning barriers to the CWDs at the primary and secondary, or at the post-secondary level. Inadequate money, physical inaccessibility, time-consuming and inefficient accommodation processes, negative attitudes and stereotypes, and a lack of understanding of all parties' rights and obligations are the main roadblocks [52].

When we talk about another factor as teachers, in most of the schools basically in developing countries, there is lack of trained teachers on the concept and idea of inclusive education and other facilities and materials available in the school for the CWDs. This indication was supported by a study in the US, which revealed that having a positive attitude toward inclusion can be challenging when teachers do not have basic skills (e.g., ability to modify the curriculum, understanding of student disabilities, managing challenging behaviors) necessary to facilitate inclusion [53].

Teachers' attitudes and perceptions of students with impairments are always important. If their perceptions and attitudes are positive, inclusive education or the education of CWDs will be positive and effective. In the education of CWDs, the teacher's attitude is critical since their judgments can have a social, emotional, and intellectual impact on a child's well-being [54]. The attitudes of teachers according to their status and levels may differ as revealed by Murray et al.. University faculty generally had positive perceptions about students with learning difficulties and was willing to spend time supporting students with learning difficulties [55].

In teachers' self-efficacy, knowledge and attitude, several researches have revealed that there is relationship between teachers' self-efficacy and inclusive education practices. A positive relationship between teachers' attitude towards inclusion and their self-efficacy in practicing inclusion was reported in Tanzania [56]. Similarly, another study conducted in Canada indicated that higher self-efficacy for collaboration was the only predictor associated with more positive attitudes about inclusive education practices for students with developmental disabilities [57].

A study by Wang et al. in Shanghai, China reported that general and special education teachers differ in their self-efficacy for inclusion [58]. Teachers in the mainstream school reported lower efficacy for inclusive instructional strategies and collaboration, which was justified by the earlier observation (cited in 58) that minimal knowledge of teachers in general schools for catering to the diverse needs of CWDs as the biggest barrier to successful implementation of inclusive practices [58]. Wang et al. raised their concerns about the lack of training that general education teachers receive (both theoretical and practical) through their teacher education programs [58].

Since the studies indicated that the teachers' self-efficacies are not up to the level in most of the developing countries, the learning difficulties to the children seems plausible.

In the quantitative approach, the finding suggests that for successful implementation of inclusive education for disabled children, gender, qualifications and experience of educators will not obstruct anything. These are not determining factors to run successfully the inclusive education in the schools.

The pedagogical approach also matters to enhance the learning capabilities of disabled children. Further, the contractions in policy and societal perspectives to gauge the disability matters a lot to support learning efficiency of the children. Similarly, access to the school is another area to find out whether or not there is learning opportunity to the disabled children. The better coordination between the stakeholders always contributes to ensuring learning opportunities for the children.

Teachers' pedagogical practices are a fundamental social justice issue in regard to improved learning outcomes for all children [59], [60]. Pedagogy is complicated and includes relationships between teachers, children, curriculum content, and knowledge created [61]. This relational perspective of pedagogy recognizes the importance of teacher–child relationships and relationships between children for effective pedagogical practices [62].

Lewis and Norwich explored about the complex relationship between teachers' knowledge, the curriculum and pedagogical strategies. They suggest that teacher education should include the study of child development and the psychology of learning and promote a holistic approach [63]. This view led to an increasing focus on 'inclusive pedagogy' in a range of countries [64], [65]. Thus, with regard to teaching strategies, Lewis and Norwich concluded that impairment-specific pedagogy was advisable [63]. They argued that the majority of students' needs are tried to meet through the adaptation of general teaching strategies catering for differences through 'degrees of deliberateness and intensity of teaching', which are not suitable for the CWDs [63].

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The learning difficulties are there because of the physical and mental health situation of the disabled children. The casual consequences of social exclusion contribute to deteriorated mental and physical health and eventually the learning difficulties of disabled children. The policy existence and its proper implementation are crucial to avail the rights of CWDs, which must be supported by the attitudes and beliefs of the educators and these are generally lacking in developing countries.

The social exclusion for the learning of the children is created by parents, teachers and the schools itself. Parents' mindsets, attitudes, and beliefs play a crucial role in their decision-making about whether or not to include or exclude their child with a disability, as well as in influencing policymakers and practitioners [66]. Scholars have also argued that there is a lack of understanding about disability and that professionals' instructional skills are lacking [67]. Similar incidents revealed a lack of dedication and preparation on the part of school staff to adjust teaching and learning materials. Furthermore, there is evidence that unqualified workers and facilitators contributed to the exclusion of disabled children [68]. As a result, parents prefer to care for their children at home, which obstructs the children's learning chances [68].

Another source of social isolation is gender stereotypes. In every culture, gender stereotypes combine with disability stereotypes to form a deep matrix of gendered disability, created within specific historical settings and changing those situations over time. GWDs are at the crossroads of many forms of disability and gender discrimination [54]. This situation ultimately limits the learning options for disabled girls.

Through all these findings, we can figure out that the learning difficulties among the disabled children are at an alarming stage and it is determined by different factors. A host of contributing factors has been identified for the curtailment of the learning opportunity of the children. Through the evidence of above literatures, it can be understood that the determining factors are the roles and responsibilities of educational authority, availability of important knowledge on disabilities at schools and with the teachers. The other factors include provisions for the rights for the children, learning environment, approach on equality and inclusiveness in the schools including teachers' knowledge and attitude, their perceptions toward the students and their self-skills/efficacy to deal with the complexity of such children's learning needs including the role of parents. The attitude of parents toward disabled children and their education can be a major facilitator or a major impediment to inclusion and engagement in mainstream society, including schooling [54]. These factors were also spelled out by the inclusive education and educational theory of Knight (1999) [69]. The theory has pointed out that there is a need for democratic authority, inclusiveness and democratic classroom, the democratic curriculum, student rights, the nature of participation in decisions that affect one's life, establishing optimum enabling environment for learning, and equality for the disabled children in the schools [69]. These requirements must be fulfilled to ensure quality education for CWDs. If these requirements are not met, CWDs are bound to face learning

difficulties. The findings of the literatures clearly revealed that the above factors that ensure quality education for disabled children are glaringly missing.

The learning difficulties faced by the CWDs are because of the perspectives of society, community and individuals. In disability, Rioux (1997) [70] mentioned that there are three perspectives;

- Disability is viewed as a medical or physical problem that can be prevented or decreased through biological, medicinal, or genetic therapies under the biomedical approach.
- Disability is viewed as an individual condition with an emphasis on how to treat the functional impairment it causes under the functional approach.
- Disability as a consequence of how society is organized, and the relationship between society and the individual under the rights-outcome/based approach [70].

A rights-based approach to education demands a systematic effort to identifying and removing the barriers and blockages that obstruct access, as well as a rigorous method to demonstrating entitlement of every child to education. A commitment to inclusive education would embrace this dimensional approach and then the concept of inclusive education came into existence in most of the countries. It requires an understanding of inclusion as an approach to education for all children. This approach needs to be supported by a broad strategic commitment across government to create the necessary environment for ensuring the rights of CWDs, then only the right to education of the children can be ensured [4].

Actually, everyone's perspective should be right outcome or right based approach to enhance learning opportunities but different entities (community, society, individuals) see disabilities through different lenses so the problems associated with disabilities have failed to see any solutions and remain where they are. These perspective discrepancies can be linked to Giddens' Structuration Theory. As argued by Giddens (1984) [71], an individual's autonomy is influenced by the structure of the society. Giddens argues that both, 'structure' and 'agency' are associated with 'society' and the 'individual' (p.162). Giddens' theory seeks to show that the knowledgeable actions of human agents discursively and recursively form a set of rules and, practices and routines [71]. So, we have sensed through different studies that how CWDs are influenced or affected by the school structures in the set of rules and practices applied mostly in developing countries. Here, we can link the Giddens explanation of the interaction of human actors and social structures in providing or curtailing the learning opportunities to the children. Thus, we can say that the structure formed and the functioning of the structure by the actions and interactions of human will determine the learning opportunities for the children.

When we talk about learning opportunities for the children in developing countries, basically the structural problems created by the human actors/agencies and social structures are the determining factors. These factors are evident from the literature also. Hence, there are learning difficulty related

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problems for the CWDs in schools.

V. Conclusion

Through the above findings, it can be argued that teachers' attitude, beliefs, intention, training, etc. are the major determining factors to practice inclusive education for the CWDs to enrich learning opportunities for the children. It is revealed that because of the authority, structure, school environment and behaviors of teachers, parents and society as a whole, the learning environment for the children is not as favorable as it is expected. Similarly, a blanket approach or one-size-fits-all approach while dealing with all types of CWDs is a problem that impedes the process of providing better access and ensuring learning capabilities for the children. On the contrary, available resources, facilities, and services provided by teachers are the major factors to ensure the quality education of CWDs in the schools.

We can conclude based on the theoretical perspectives that learning spaces having structural problems influenced by the human actors and the structures of the schools itself lead to the obstruction of the learning processes and abilities of CWDs. It is recommended that the basic themes to ensure learning needs of CWDs as suggested Knight (1999) [69] in the schools can be fulfilled through joint efforts, cooperation and coordination among all stakeholders along with better structural adjustments in the schools basically of developing countries. The principle of collectivism (collective efforts of all stakeholders) and empowerment of School Management Committee, Parents Teachers Association, teachers and parents) is the best way forward to ensure the rights to education of CWDs as prescribed by different national and international legal entitlements.

This paper brought forward the major determining factors or loopholes to curtail learning opportunities of the CWDs through empirical evidence and theoretical lenses. Further elaboration on the understood determining factors and their influence to ensure or curtail learning opportunities to the children can be conducted through participatory or emancipatory research approach of disability. Such research would help us to better understand the circumstances of learning difficulties experienced by the learners themselves.

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