

***Research Methods and Data Analysis Techniques Used in
Disability Based Studies in Nepal***

Kiran Chalise, Mid-West University, Nepal

The Barcelona Conference on Education 2023
Official Conference Proceedings

Abstract

The fundamentals of studies that focus on research methods and data analysis techniques in the disability field focuses on finding out the research gaps. The same research gaps could serve as the areas for the researchers in applying proper methods and data analysis techniques so that the depth and breadth of the subject matters related with a disability, especially children with disabilities and their education can be analyzed properly and effectively in the coming days. Unfortunately, this kind of research is still rare in Nepal. This study aimed to access the diversity of research approaches, designs, variables, data collection and analysis techniques, as well as research subjects in studies published/issued on the subject matter of disability, children with disabilities and inclusive education in Nepal from the year 2010 to 2020. Content analysis was used as the research tool in this study in which as many as 31 detailed studies were analyzed. The results revealed that the most widely used approach, design, variable, data collection and analysis techniques, as well as the subject which frequently used, were qualitative, document review and compilation, persons with disabilities (PWDs), document review, descriptive analysis and children with disabilities respectively. There were a variety of approaches, designs, data collection and analysis techniques, as considerable as research subjects that have been used in the studies carried out in Nepal. Moreover, there are findings where some studies with the same research design have applied different data collection and data analysis techniques. Thus, it is suggested to the next researchers to choose the most appropriate methods and consider the identified gaps areas in research in the coming days.

Keywords: Persons/Children With Disabilities, Disability, Inclusive Education

iafor

The International Academic Forum
www.iafor.org

Introduction

Research activities in the education field are the crucial indicators that support to assess the development of the education system in a country (Cai et al., 2017). This is because of the crucial role to be played by the educational research in influencing policy in education and increasing knowledge for education practitioners (Goktas et al., 2012; Ion & Iucu, 2015; Tseng, 2012). Some previous research reports in the education field are often used for the basis of educational improvement and to determine how education works in a variety of situations (Lodico et al., 2010).

When we talk about education and educational research, it is a general idea that the research should incorporate the needs and deeds of every sector most specifically, the vulnerable sections of society including caste, ethnicity and of course disability to find out the complexity and severity of the sector.

Related to its frequency, research in the disability sector has gathered momentum in the recent years. This condition is reflected in the rapidly increasing rate of educational research with the spotlight on the disability sector. This growing number of educational research is evident from the proliferation of journals with their central discourses focused on different sectors including disability. Even the academic level studies are being carried out with due focus on disabilities and education sector including inclusive education and education of marginalized people for ensuring quality education for every child.

Education including all other fundamental rights is the right of every child/citizen regardless of their gender, caste, ethnicity, race, disability and any forms of vulnerability. It is guaranteed by the constitution of Nepal, 2015. Similarly, the United Nations Convention on the Rights of Persons with Disabilities (CRDP), 2006 has special provisions for the persons with disabilities and children. These all provisions and entitlements are focused to ensure the fundamental rights of persons/children with disabilities.

In the context of ensuring the rights, different sectors' roles and responsibilities are always of paramount importance. The state functionaries including academic and non-academic/social sectors should work together to ensure the rights of persons/children with disabilities. These sectors can at least contribute from their sides to gather the information and reveal the situation of such persons/children to contextualize the situation and recommend for proper considerations to ensure their fundamental rights.

In gathering the information, revealing the situation and contributing to the sector, there is always the need of proper studies. The proper studies are the studies that ensure proper methods and proper data analysis tools and techniques. The methodological aspects including data collection techniques, tools and data analysis techniques are always a matter of discussion.

The diversity of approaches, methods and data collection techniques led to a variety of data analysis techniques employed in various research reports. Although Goktas et al. (2012) and Uzunboylu and Asiksoy (2014) informed descriptive analysis methods are the most commonly used data analysis techniques, yet various other techniques are also frequently used by various researchers. Examples of such analysis techniques are t-test, ANOVA, ANCOVA, correlation, regression, factor analysis, and nonparametric test (Karadag, 2010). It has been revealed that even though the data analysis techniques chosen are different, the

studies use a similar design and research procedures (Dimitrov & Rumrill, 2003; Knapp & Ohio, 2009; Liou et al., 2006).

Similar to other countries, the studies in the education sector by the academic students including education practitioners in Nepal tend to be increasing. One of the areas of education research in Nepal is often in the disability and inclusive education sector. However, the Inclusive Education Policy for Persons with Disabilities (2016) indicates that there is a lack of adequate investigative researches and practices for disable friendly evaluation, exam systems, and learning management of disabled students in Nepal.

The minimum studies on disability perspectives inclusive education could be one of the factors impeding better education of children with disabilities in Nepal. However, this has not been checked and figured out exclusively about how many studies (researchers, investigations, reports, books, journals, etc.) were published in Nepal from disability perspectives inclusive education? What were the findings of such studies, what were the methods and data analysis techniques used in such studies? And what are the research gaps in terms of its methods and data analysis on disability perspectives inclusive education in Nepal? These are some of the questions which are not dealt with appropriately prior in Nepal. Thus, there is a need to address these prominent questions to contribute better in the field of disability and children with disabilities so that it will be easy to figure out the quantity and quality of disability based studies carried out in Nepal.

As indicated by DoE, (2016) also, there is a need of comprehensive study in the sector of disability and more specifically children with disabilities. Hence, as being the inclusive education research practitioner, I attempted to write this paper based on disability and children with disabilities.

This paper intends to find and explore the methods and data analysis techniques used by the available published/issued 'disability and inclusive education-based studies (researches, reports, books, journals) from the period of 2010 to 2020 in Nepal. By surveying research methods in various studies from the period 2010-2020, this paper is proposed to access the diversity of methods, analytical techniques, as well as research subjects used by the studies. Thus, the intention and agenda of this paper is basically to find out the methods and data analysis tools and techniques used by the studies carried out in the theme of disability in Nepal and provide recommendations on the basis of identified gaps of the studies for further research in the coming days in the field of disability and children with disabilities in Nepal to contribute better in the field of disability.

Research Questions

With the above context, this paper is designed to answer the following questions as what are the most frequently used research approaches (methods) used by researchers? What are the most repeatedly opted research designs in the studies? What are the most frequent variables studied? What is the most preferred data collection techniques used in the studies? What are the most frequently used analytical techniques to analyze the research data? And which are the most commonly selected research subjects studied by researchers?

Research Method and Data Collection Process

This study used content analysis as the research method/tool. The quantitative content analysis was used to know the frequency of the categorized aspects. After frequency of each of the aspects was figured out, the meaning making of such results were discussed qualitatively in this paper. As per the need of the content analysis, first I formulated the research question or objectives (described in research questions). Then, the studies on disability and children with disabilities were collected and selected according to the bases of this study. The third steps I followed was developing the content categories (6 categories were developed) then the content categories were analyzed in terms of frequency (no./percentage) to reveal the results. Finally, the meaning making of such results were discussed qualitatively.

To find the results of research questions, first I collected/compiled available studies of the period (2010-2020) based on inclusive education and persons/children with disabilities and education by visiting libraries (Tribhuvan University and Kathmandu University, School of Education), inquiring with the experts of inclusive education and disability, scholars/students studying and doing researches in disability and inclusive education, collecting documents from them, and searching via search engines basically the journals. There were three bases (Disability and education, Persons/Children with disabilities and education, and inclusive education of children with disabilities) for the collection of the studies. The major purpose of determining the categories was to ensure the maximum no. of studies in the field of disabled-focused inclusive education. Collecting studies in the field of disability and children with disabilities found problematic due to limited no. of studies carried out in the context of Nepal from the scholars and researchers. On the one hand, there were limited no. of studies and on the other hand, it was very hard to get access to the studies as most of the studies were not uploaded even in Google scholars. Limited academic studies were there in the university's libraries. So, it was tried to contact directly to the authors to get access and became successful either. This kind of challenge might not happen in other fields of studies. After collecting all the studies of the mentioned period, the documents were tabularized in the form of the document title, researcher/writer, institute, and published year.

There were six aspects analyzed in this study. Each collected studies were reviewed and classified based on six aspects: (i) a research approach (3 categories), (ii) research design (19 categories), (iii) investigated variables (24 categories), (iv) data collection techniques (9 categories); (v) data analysis techniques (18 categories); and (vi) research subjects (14 categories). The aspects were determined by itself as to analyze the results from different dimensions as much as possible so that probable recommendations in disability field in Nepal can be given effectively. The aspects used in this study were adapted going deeply to each study and from the previous studies. The appearance of the various categories in each aspect of each study was recorded and positioned as the raw data in this study. Then, the raw data was converted as a percentage and number. No. or percentages describe the frequency of occurrence of a category on a particular aspect from 31 studies based on the subject line were analyzed.

Results and Discussion

The thematic approach of the studies was inclusive education, children with disabilities and disabilities and the education sector. Besides, the title of the studies, researcher/writer, and institutions were the other areas that undoubtedly determined the types of studies published

from 2010 to 2020 in Nepal. After searching, a total of 31 studies were found in the study theme. There were 12 studies from children with disabilities; 11 studies from disability-based; 7 studies from inclusive education; and one study from the education sector incorporating the ideas of inclusive education and disability.

Similarly, in types of studies, the academic level research was in higher number (12) followed by journal articles (7), then reports (6) and non-academic studies/books (6). There were academic studies including journals are in higher no. (19) than the others in the category. The report, book, and non-academic studies were carried out from different I/NGOs in Nepal on the subject matter.

The collected academic studies were from the Ludwig-Maximilians-University, Munich; University of Canterbury, New Zealand; Graduate School of Daegu University, Korea; Kathmandu University, School of Education; Oslo and Akershus University College of Applied Sciences; Faculty of Social Sciences, Flinders University, Adelaide, South Australia; Utrecht University, Netherlands; Graduate School of the Social Sciences University of Amsterdam; Maastricht University, Faculty of Health, Medicine and Life Sciences, Netherlands; Vrije Universiteit, Amsterdam, Netherlands; and University of Tsukuba, Japan.

In academic researches with the university, there seemed to be high contribution from the scholars of Nepal. A total of 9 studies were conducted by Nepali scholars on the subject matter whereas only three foreigners with foreign universities have done the studies. Most Nepali scholars (5) have done studies with the affiliation of international universities of abroad rather than national universities. From the national university, only Kathmandu University-affiliated scholars have done studies on the thematic subject. None of the studies were carried out by foreigners with the affiliation of the national university on the subject matter.

Frequency of Each Research Approach Category

The graph illustrating the percentage distribution of various research approaches used in the studies is presented in Figure 1. Based on the graph presented in Figure 1, of the 31 studies analyzed, the majority of research is qualitative (18, 58%). Furthermore, the second and third positions are mixed research (7, 23%) and quantitative research (6, 19%).

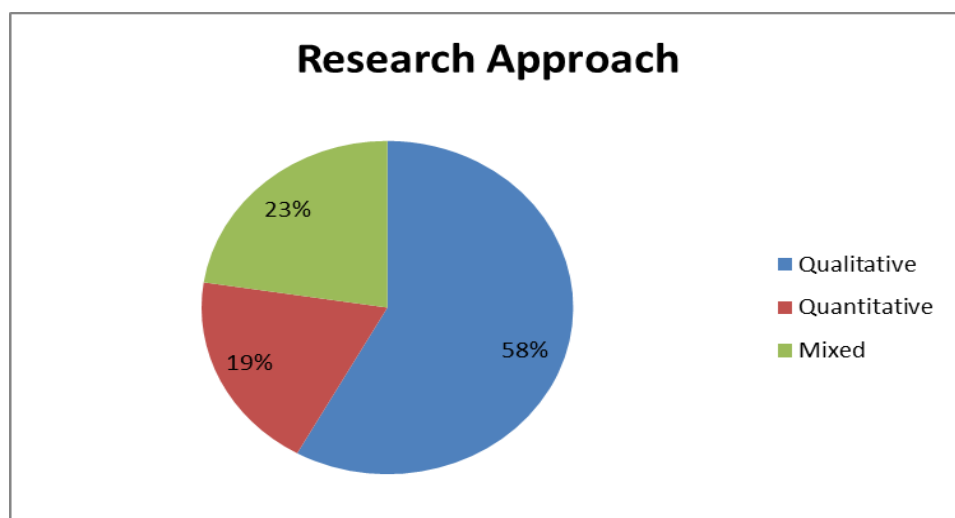


Figure 1. *The distribution of the Studies based on the Research Approach*

Based on the research approach used, qualitative research has a greater frequency than other research approaches. The characteristics of the studies carried out in other countries are largely focused on quantitative research but here the studies are mainly inclined to qualitative and mixed ones. Goktas et al. (2012) who conducted similar research in Turkey reported that the quantitative approach dominated educational research. The report is in contrary to the report of Uzunboylu and Asiksoy (2014) report which reports on the same country as Goktas report. Similarly, research conducted in Indonesia by Fauzi and Pradipta (2018) reported the domination of R& D and quantitative researches.

The high percentage of qualitative research and mixed in disability and inclusive education sector in Nepal is maybe because of the seriousness and needed subjective analysis triangulation in the findings of the issues. On the other hand, the smallest percentage of quantitative research is maybe because they were less desirable for the researchers due to its complexity in using tools and its interpretation on objectively verified validity on the reality. Some of the studies used a quantitative study approach to validate the findings objectively. The studies from Aryal, 2013; Adhikari, 2015; Shrestha, 2017; Disability Research Center, 2016; RCRD, 2012; and Lamichhane, 2014 used quantitative research approach. The studies from Thapaliya, 2018; Thapa, 2012; Dawadi, 2019 ; Shrestha, 2019; Thapa, 2017; John, 2018; Brandt, 2015; Mol et al., 2014; UK AID, 2019; Thapaliya, 2016; HRDC, 2018; Baral, 2018; Banskota, 2011; Banks et al., 2019; Sugimura et al., 2017; HR Watch, 2011; NFDN, 2015; and Basnet et al., 2010 used qualitative research approach. Similarly, the studies from Regmi, 2017; Oosterlee, 2012; NIRT, 2017; DIRD, 2014; Shrestha et al., 2012; Lamichhane, 2015; and Lamichhane, 2017 used mixed research approach.

Frequency of Each Research Design Category

The selection of research design will serve as a guideline for how and where the research direction will be conducted (Grimshaw et al., 2000). In Figure 2, it can be seen, from 31 studies, document review and compilation (5 studies), descriptive quantitative (3 studies), case study (3 studies), descriptive qualitative (3 studies) were the most frequently used research designs. On the other hand, some studies are phenomenological, ethnography, convergence parallel, descriptive (document review, consultation, survey), exploratory and analytical, evaluation, binary logistic regression, and correlation including bivariate and multivariate logistic regression research.

Based on the research design, descriptive research is the most common design found in the studies. However, this study also revealed that several studies use similar approaches and research objectives, but have different research designs. It is believed that the field conditions of educational studies prevent the possibility of researchers doing the random selection and random design on research subjects (Liou et al., 2006).

In addition, in line with data obtained in the research approaches aspect, in the research design aspect, quantitative research designs were still minimally found in the studies. Ethnography and phenomenological, convergence, logistic and multiple regression, correlational studies were found minimally through this study. However, it does not mean that quantitative and best qualitative researches have never been conducted in the sector focusing on Nepal.

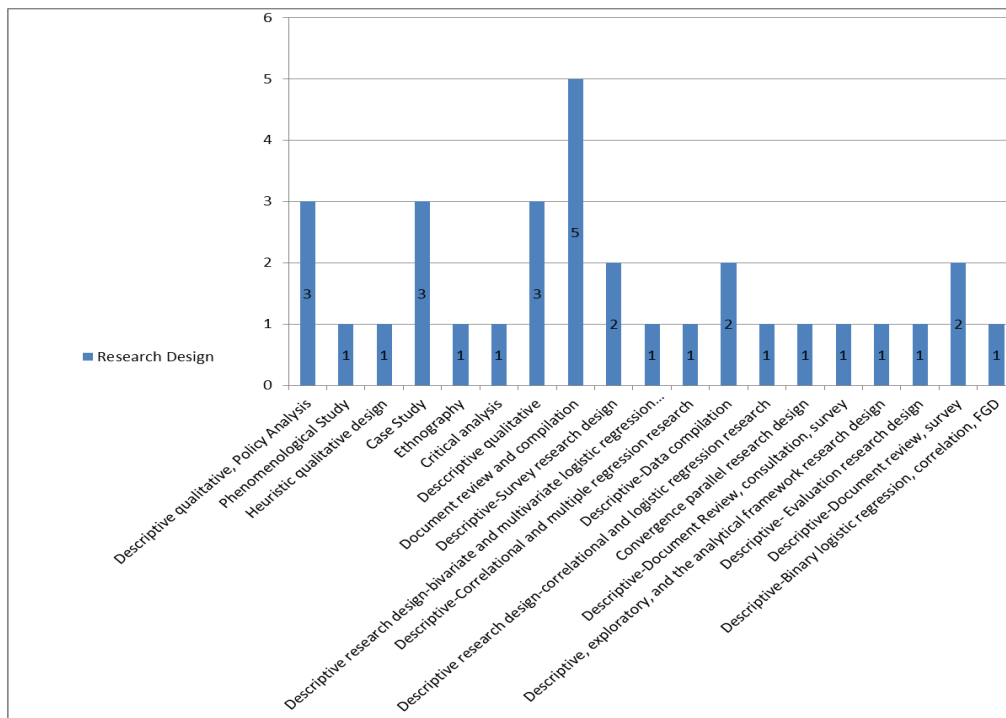


Figure 2. *The distribution of the Studies Based on Research Design*

Frequency of Each Research Variable Category

Various studies used various variables in the research. The diversity of those variables is presented in Figure 3. Based on the graph presented in Figure 3, it can be seen that studies studying education and employment of PWDs (3 studies) and status of PWDs (3 studies) were the most common studies. Furthermore, studies that examine inclusive education policies, classroom practices (2 studies), inclusive education status (2 studies) and inclusive education challenges (2 studies) occupy the second position. On the other hand, other studies were based on general and special teachers' attitudes, general teachers' attitude, classroom pedagogy, inclusive education practices, accessibility and availability of schools for the children, education sector, enrollment, retention and success of the students, development programs and disability, education of visually impaired children, schooling of GWDs, early childhood education and development programs, learning experiences, teaching practices, inclusive education strategy, disability discourse, quality of life of disabled, education barriers, the status of CWDs, disability policy and special needs education. These were the research variables found in the studies carried out from 2010-2020 in the sector in Nepal.

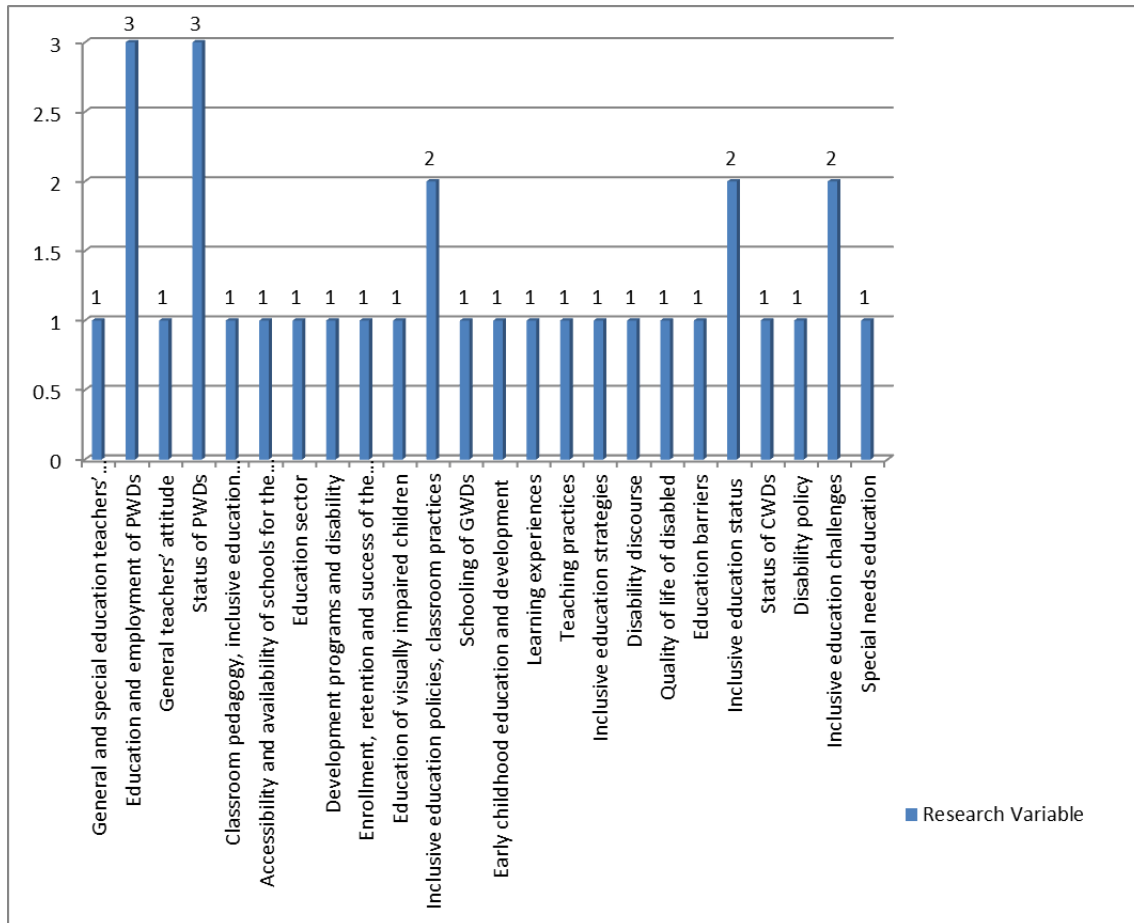


Figure 3. *The distribution of the studies based on research variables*

Frequency of Each Data Collection Techniques

Various data collection techniques have been used in various researches. From 31 analyzed studies, 9 data collection techniques have been identified. According to the graph presented in Figure 4, the most frequently used data collection techniques were document review (15), interview (14), and questionnaire (11). Other techniques were used in the studies and those were statistical tests (6), FGD (5), observation (4), in-depth interview (4), discussion (3) and KII (1).

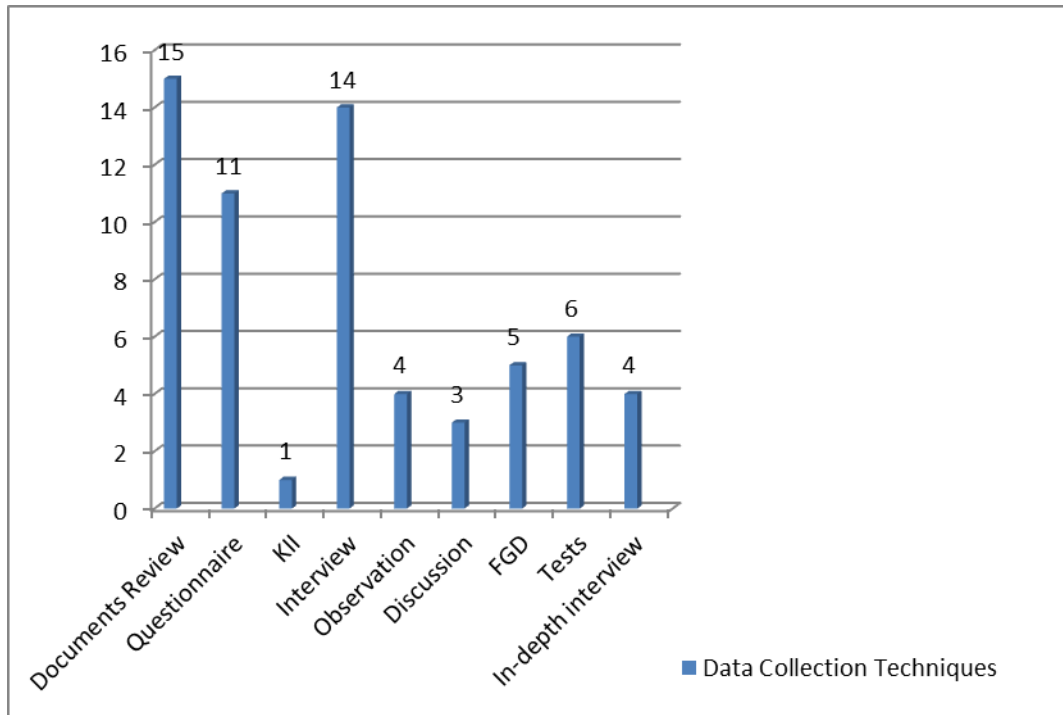


Figure 4. *The Distribution of the Studies based on Data Collection Techniques*

Frequency of Each Data Analysis Techniques

The diversity of data analysis techniques used in articles that have been analyzed in this study is presented in Figure 5. Based on the graphs shown in Figure 5, the most commonly used data analysis techniques were descriptive analysis (22) then correlational (4), data compilation and analysis (4), logistic regression (3), policy analysis (3), regression (2), and descriptive and inferential analysis (2). There were other analysis techniques applied by the studies among them narration, theoretical analysis, scoping review, content analysis, context and practice analysis, literature review and case collection and analysis.

In the data collection and data analysis techniques, document review, interview, questionnaires, tests, and observations were the most popular techniques selected for data collection, while percentages, mean/SD, and interpretation were the most commonly used data analysis techniques. Thus, in general, the data obtained in the studies were more often analyzed using descriptive rather than inferential statistics. The frequent selection of descriptive statistics as a technique of data analysis is in line with Karadag (2010).

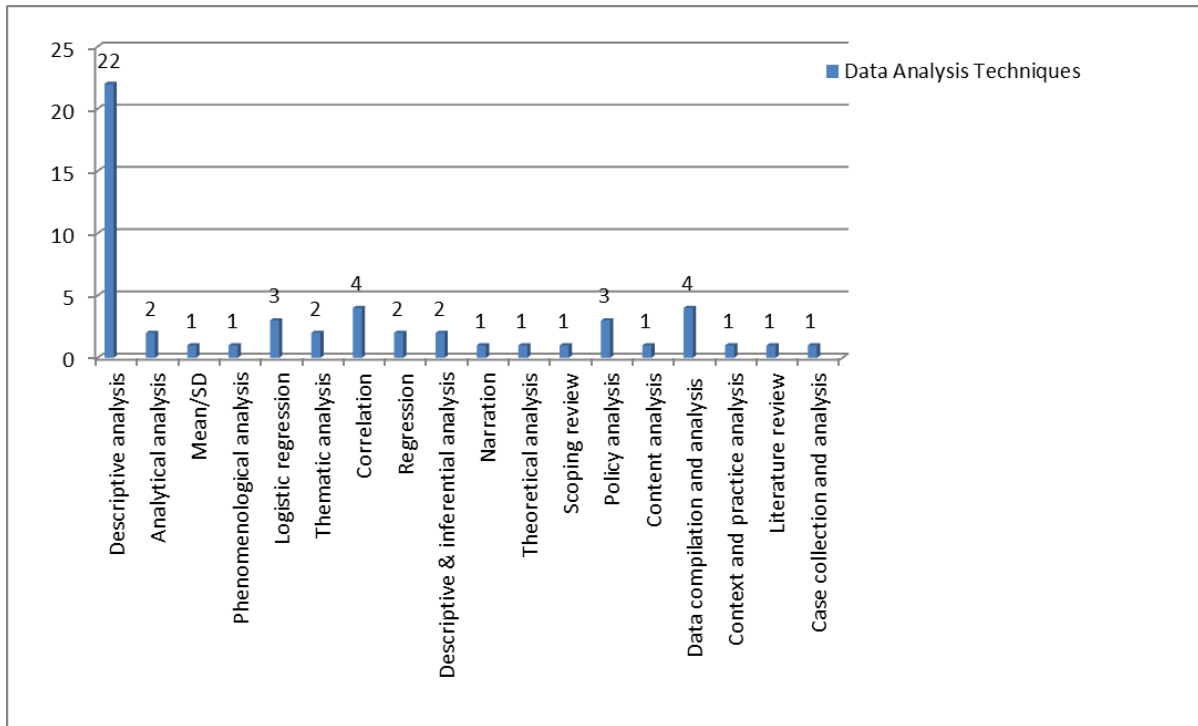


Figure 5. *The Distribution of the studies based on Data Analysis Techniques*

Frequency of Each Research Subjects

In the category of disability, children with disability, inclusive education, the focus of the study was not limited to teachers and classrooms only. Various levels of disability and inclusive education were studied. The diverse subjects of the studies that have been analyzed in this study are presented in Figure 6. According to the graph shown in Figure 6, of the 31 studies, the research subjects that most frequently used were children with disabilities (10). After that purely disability (9) has the second position. Then the other studies subjects were rounded up on special school teachers (2), people with disabilities (2), visually impaired students (2), poor and disadvantaged ethnic groups (2). Besides these, other subject studies were classroom, students with or without disabilities, special and general school teachers, girls with disability, early children living with disabilities, students with intellectual disabilities, marginalized groups and special needs education.

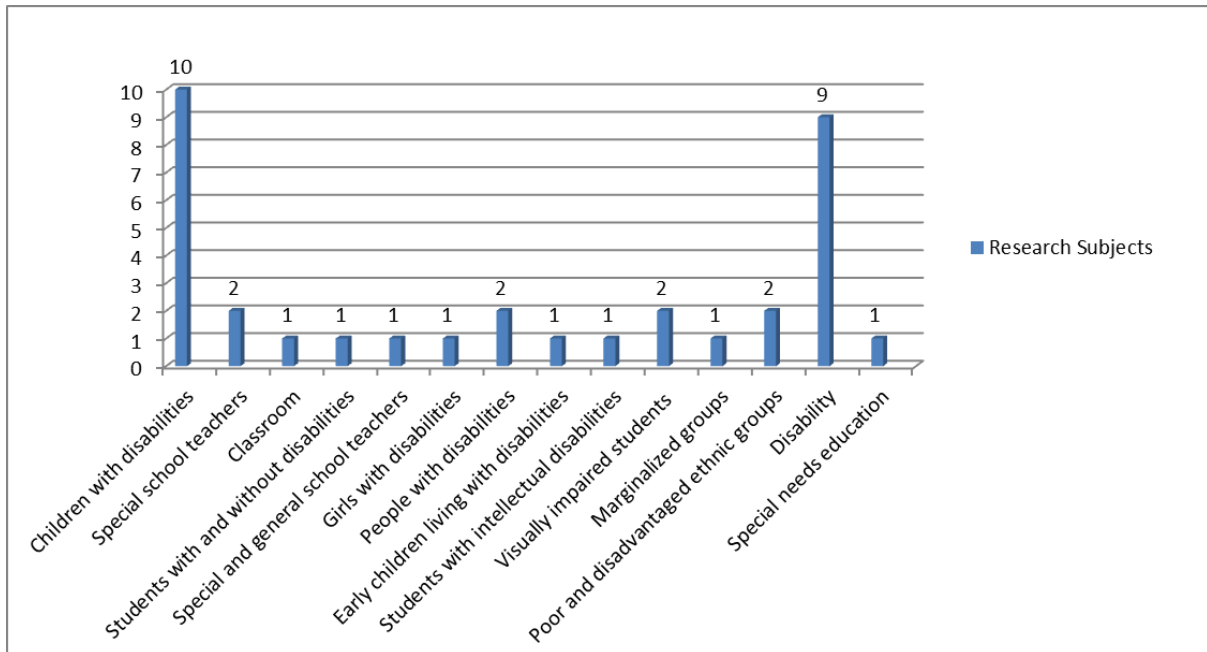


Figure 6. *The Distribution of the Studies based on Research Subjects*

Gaps Noticed

Through the content analysis of the studies from its methods and data analysis techniques, it is found that some good studies were carried out in the field of inclusive education, children with disabilities and their education and disability as a whole in Nepal. However, there is still a gap in producing no. of studies in the field of inclusive education, children with disabilities and disability, considering the acute and vulnerable situations of disabled children in Nepal.

It has been found that there were minimum studies carried out from a quantitative approach. The studies domination can be seen as there were qualitative and mixed approach researches in the field. The subjectivity of the subject matters is somehow fulfilled, though the available research designs, research subjects are not fully accustomed. There seems to be a gap in determining and checking the facts through objectively analyzed findings.

Through methodological approaches, it has been found that most of the researches were carried out in qualitative research based worldviews. Minimum researches were carried out from quantitative research based worldview. It may be because that the selection of topic and its needed gravity of analysis demanded to go basically for qualitative and mixed research approach thereby theory, paradigm and design were set accordingly. In contrary, when we go to the research trend in entire world in disability sector, there is a predomination of empirical works. A large number of quantitative studies are found with cross-sectional. However in the world, there is still dearth of more longitudinal research to test the evolution of the variables (Caraballo et al., 2020).

In research design, the domination of document review, descriptive, and case studies has been observed. Some of the studies tried to go beyond the hegemonic practices of qualitative and quantitative research. However, the dearth of deconstructing the hegemonic practices in research designs and analyses were found. Besides descriptive, some studies tried their best to use the updated research designs in terms of convergence, phenomenological including the statistical tests as correlation, regressions, and inferential tests. But these were also indulged

not to go beyond the assumptions in describing the findings with the use of rigorous descriptive analysis.

It is a known fact that most of the researches are guided by theory. Separate theories were used in the researches namely constructionist, disability, ecological system & dysontogenesis, Giddens' structure-agency, inclusive education, inclusive education & education for all, pedagogical discourse and alternative models of teaching-learning, positioning theory, theory of access and inclusion, interpretation, and theory of planned behavior. The paradigms/traditions of the study were non-positivist and post-positivist basically for qualitative and quantitative researches respectively. In non-positivist paradigm, nine types of research were found with six different angles. There were four types of research carried out from the angle of interpretive whereas other one-one research was carried out with the angle of ethnographic, pragmatism, social constructionist, social constructionist and interpretive and transcendental phenomenology.

Talking about the theoretical approaches, each of the research design are not inclined to the theoretical ideas. The theoretical lapses are also figured out in some of the studies. Some of the academic studies were also carried out without theoretical backing in the studies. For inclusive education and disability-related studies, the theory of inclusive education and educational is inclined. Theoretically, inclusive education and educational theory (democratic theory) is linked directly to the study of inclusive education. The inclusive education and educational theory has the post-modernist paradigm where the social construct of disability in the perspective of right-outcome approach is accorded.

As suggested by a paper on trends and opportunities in research on disability and work: An interdisciplinary perspective (2020), there is a need of triangulation of different methodologies because of the interdisciplinary nature of the topic as disability and inclusive education in establishing strategies and policies for the section of society.

The selected studies tried to give angles for the triangulation of different methodologies. 23% studies were carried out utilizing the research approach as mixed. On mixed research approach, almost all studies used mixed research methodologies to triangulate the findings. However, the new dimension in terms of longitudinal research methodology was rarely found in the selected studies.

The inclusive education and educational theory has the strategy of inclusiveness in the classroom. A paper presented by Knight (1999) argues that the theory are related with the democratic theory which has seven critical constructs or attributes as, the nature of educational authority; the ordering and inclusiveness of membership; the determination of important knowledge; the definition and availability of rights; the nature of participation in decisions that affect one's life; the creation of an optimum environment for learning; and equality.

The theory includes democratic authority, inclusiveness and democratic classroom, the democratic curriculum, student rights, the nature of participation in decisions that affect one's life, establishing optimum environments for learning, and equality. In the same paper, it has been argued that the above-mentioned things are the democratic requirements in the classrooms which are expected by inclusive education. These will determine whether the school and classroom can become inclusive or not. The envisioned goal of democratic theory in education is that all students, upon completion of secondary schooling, are capable of

fulfilling the requirements of an informed, active, and responsible democratic citizen. Thus, from this construct of democratic theory, there is a huge gap in the Nepali context, which was not dealt with properly by the studies carried out previously in Nepal by using different theories by the studies.

Going through some of the findings of the studies, the right outcome approach is not considered minutely in implementing inclusive education in Nepal. Theoretically, a rights-outcome approach (right based approach) constructs an analysis of how society marginalizes people and how society can be adjusted to eliminate this marginalization (Rioux, 1997). There is a need of right outcome approach to address the problems of disabled but none of the studies carried out in Nepali context could reveal how right outcome approach is being implemented to ensure the rights of disabled in Nepal.

It is found that there are different determining factors contributing to the success and failure of inclusive education but solely and critically the attitude and self-efficacy of teachers, who is the main implementer of inclusive education, are the main actors to implement it properly considering the diverse forms of disabilities. In teachers' self-efficacy and 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 (Hofman & Kilimo, 2014). 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 (Montgomery & Miranda, 2014). It is found that teachers' self-efficacy and attitude based studies were also not carried out particularly in Nepal considering the situation of children with disabilities.

The contextual and organizational factors of inclusive education are not dealt with adequately in Nepal. The contextual factors (learning environment, inclusiveness, equality and participation) and the organizational factors (roles and responsibilities of educational authority, availability of rights, important knowledge in schools) were also spelled by Knight (1999) in democratic theory. He suggested that there is a need of such factors in school to provide better education to children with disabilities. From this angle, none of the studies carried out in Nepali context, could be one of the area for further research in the field.

It is found that the inclusive education phenomenon is considered as integrated education, thus has created even more challenging atmosphere to the children with disabilities to cope with the situation. Why integrated practices are being applied in the name of inclusive education in Nepal? This has also not been dealt by any studies carried out so far.

These identified gaps can be fulfilled through rigorous research in the field by the academia, scholars, researchers and I/NGOs sector. These are actually the knowledge gaps in disability sector that can be contributed through rich methodological including interdisciplinary approaches. The research subjects of the field are mostly fulfilled but particular section of disability like physical, hearing impairment, autism, multiple disabilities can be contributed in the coming days.

Moreover, these findings can be linked to the concept of development education. Development education is an educational process that increases awareness and understanding of a rapidly changing, interdependent and unequal world (Irish Aid, 2006). Here in providing

better education to persons/children with disabilities, the concept of development education can be linked to ensure lifelong education of such vulnerable section of society. The methodological aspect as well as essential elements of development education is the crucial parts in coming days to ensure better education to the vulnerable section of society including disability.

Conclusion

The study was a content analysis of studies in the field of children with disabilities, inclusive education and disability carried out in the context of Nepal from the year 2010-2020. There was a diversity of approaches, designs, variables, data collection techniques, data analysis techniques, and research subjects used in the various studies. Qualitative research approach was most commonly used research approach by the studies. Document review and compilation, descriptive quantitative, descriptive qualitative were the most repeatedly used research designs found in the studies. It is also found that some studies with the same research design applied different data collection and analysis techniques including statistical tools. Some of the non-academic researches were also carried out from I/NGOs in the field but there is still a dearth of adequate researches comparing to the no. of I/NGOs available in the country. So, it is suggested to carry out researches in the gaps figured out by this study by prioritizing disability, inclusive education, and children with disabilities and vulnerabilities in the coming days. From methodological perspectives, there is a need to deconstruct the methodological considerations in coming days by unfolding the traditional perspectives of the individual, community and society towards disability.

Acknowledgements

I would like to acknowledge Mid-west University (MU-Institute of Cooperation and Development), Nepal, Kathmandu University (School of Education), Nepal, IAFOR and my friends, family and colleagues.

References

- Adhikari, B. (2015). *Social inclusion of people with disabilities living in disability centers in Kathmandu, Nepal* [Master's thesis]. Oslo and Akershus University College of Applied Sciences, Faculty of Social Sciences.
- Aryal, S. (2013). *Teachers' attitude towards inclusive education in Nepal* [Doctoral dissertation]. Graduate School of Daegu University, Korea.
- Banks, L. M., Zuurmond, M., Monteath–Van Dok, A., Gallinetti, J., & Singal, N. (2019). Perspectives of children with disabilities and their guardians on factors affecting inclusion in education in rural Nepal: "I feel sad that I can't go to school". *Oxford Development Studies*, 47(3), 289-303.
- Banskota, M. (2011). *Nepal disability policy review*. Disability Research Center, School of Arts, Kathmandu University.
- Baral, R. (2018). Historical policy review on disability. *Research Nepal Journal of Development Studies*, 1(1), 73-82.
- Basnet, S., & Banskota, M. (2010). Inclusive education for transhumance groups in Himalayas: Educational policy challenge for Nepal. *Journal of Education and Research*, 2(1), 26-29.
- Brandt, L. (2015). *The inclusiveness of society for children with disability in Nepal* [Master's thesis]. Maastricht University, Faculty of Health, Medicine and Life Sciences, Netherlands.
- Cai, J., Morris, A., Hwang, S., Hohensee, C., Robison, V., & Hiebert, J. (2017). Improving the impact of educational research. *Journal for Research in Mathematics Education*, 48(1), 2–6. <https://doi.org/10.5951/jresmetheduc.48.1.0002>
- Caraballo, M. Á. J., García, C. Q., & Fernández, M.R. (2020). Trends and opportunities in research on disability and work: An interdisciplinary perspective. *Business Research Quarterly*, 1–23, Sage.
- Dawadi, D. (2019). *Inclusion of children living with disability in early childhood education and development programs in Nepal: Construction of a stakeholder informed framework* [Doctoral dissertation]. Flinders University, Adelaide, South Australia.
- Department of Education. (2014). *Analyzing educational status of children with disability and identifying critical intervention to promote their enrollment, retention and success in schools*. Dynamic Institute of Research and Development.
- Department of Education. (2016). *Inclusive education policy for persons with disabilities*. Author.
- Dimitrov, D. M., & Rumrill Jr, P. D. (2003). Pretest-posttest designs and measurement of change. *Work*, 20(2), 159-165.

- Disability Research Center. (2016). *Disability atlas of Nepal*. School of Arts, Kathmandu University.
- Education and Human Resource Development Center (HRDC). (2018). *Disability focused inclusive education simplifier book*. Author.
- Fauzi, A., & Pradipta, I. (2018). Research methods and data collection techniques in education articles published by Indonesian biology educational journals. *Indonesian Journal of Biology Education*, 4(2), 123-134.
- Goktas, Y., Hasancebi, F., Varisoglu, B., Akcay, A., Bayrak, N., Baran, M., & Sozbilir, M. (2012). Trends in educational research in Turkey: A content analysis. *Educational Sciences: Theory & Practice*, 12(1), 455–460.
- Grimshaw, J., Campbell, M., Eccles, M., & Steen, N. (2000). Experimental and quasiexperimental designs for evaluating guideline implementation strategies. *Family Practice*, 17(1), 11–18. https://doi.org/10.1093/fampra/17.suppl_1.S11
- Hofman, R.H., Kilimo, J.S. (2014). Teachers' attitudes and self-efficacy towards inclusion of pupils with disabilities in Tanzanian schools. *Journal of Education and Training*, 1(2), 177.
- Human Rights Watch (HR). (2011). *Futures stolen barriers to education for children with disabilities in Nepal*. Author.
- Ion, G., & Iucu, R. (2015). Does research influence educational policy? The perspective of researchers and policymakers in Romania. In A. Curaj, L. Matei, R. Pricopie, J. Salmi, & P. Scott (Eds.), *The European Higher Education Area: Between Critical Reflections and Future Policies* (pp. 865–880). Springer. https://doi.org/10.1007/978-3-319-20877-0_52
- Irish Aid. 2006. *Irish Aid and Development Education Describing, Understanding, Challenging the Story of Human Development in Today's Work*. Dublin: Irish Aid.
- John, S. (2018). *Inclusion for all? An analysis of inclusive education strategies for marginalised groups in Nepal* [Master's thesis]. Graduate School of Social Sciences University of Amsterdam.
- Karadag, E. (2010). An analysis of research methods and statistical techniques used by doctoral dissertation at the education sciences in Turkey. *Current Issues in Education*, 13(4), 1–21.
- Knapp, T. R., & Ohio, T. (2009). From gain score t to ANCOVA F (and vice versa). *Practical Assessment, Research & Evaluation*, 14(6), 1–7.
- Knight, T. (1999). *Inclusive education and educational theory, inclusive for what?* [Paper presentation]. Paper presented at the British Educational Research Association Conference, University of Sussex, at Brighton. <http://www.leeds.ac.uk/educol/documents/000001106.htm>

- Lamichhane, K. (2014). *The Nexus between disability, education, and employment: Evidence from Nepal*. University of Tsukuba, Japan.
- Lamichhane, K. (2015). *Disability, education and employment in developing countries*. Cambridge University Press.
- Lamichhane, K. (2017). Teaching students with visual impairments in an inclusive educational setting: A case from Nepal. *International Journal of Inclusive Education*, 21(1), 1-13.
- Liou, S., Peng, C. J., & Peng, C. J. (2006). The use of hierarchical ANCOVA in curriculum studies. *Journal of Modern Applied Statistical Methods*, 5(1), 230– 247. <https://doi.org/10.22237/jmasm/1146457080>
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice* (2nd ed.). John Wiley & Sons.
- Mol, T. I., Van Brakel, W., & Schreurs, M. (2014). Children with Disability in Nepal: New Hope Through CBR?. *Disability, CBR & Inclusive Development*, 25(1), 5-20.
- Montgomery, A., Mirenda, P. (2014). Teachers' self-efficacy, sentiments, attitudes, and concerns about the inclusion of students with developmental disabilities. *Exceptionality Education International*, 24(1), 18-32.
- National Federation of the Disabled-Nepal (NFDN). (2015). *CRPD & Inchoen strategy: Simplified Nepali version*. DPDO.
- National Institute for Research and Training (NIRT). (2017). *Nepal education sector analysis*. Author.
- Oosterlee, A.S. (2012). *The accessibility to basic education for disabled children in Baglung district, Nepal* [Master's thesis]. Utrecht University, the Netherlands.
- RCRD. (2012). *Population of persons with disabilities in Nepal*. Author.
- Regmi, N.P. (2017). *Inclusive education in Nepal from theory to practice* [Doctoral dissertation]. Ludwig-Maximilians-University, Munich.
- Rioux, M. H. (1997). When myths masquerade as science. In L. Barton & M. Oliver (Eds.), *Disability studies: Past, present and future*. The Disability Press.
- Shrestha, E., & Nilsson, A. (2012). *Mainstreaming disability in the new development paradigm*. Norwegian Agency for Development Cooperation.
- Shrestha, P. (2019). *Exploring the learning experiences of girls with visual disability: A case study approach* [MPhil dissertation]. Kathmandu University School of Education, Lalitpur, Nepal.

- Shrestha, S. (2017). *Teachers' attitude towards inclusion of students with intellectual disability in community schools* [MPhil. dissertation]. Kathmandu University School of Education, Nepal.
- Sugimura, M., & Takeuchi, M. (2017). *Rethinking implications of inclusive and special needs education in the context of Nepal* [USJI Seminar]. Sophia University, JICA Research Institute.
- Thapa, B.S. (2012). *Schooling of girls with disability: A phenomenological study of Nepali girls* [Doctoral dissertation]. Kathmandu University, Nepal.
- Thapa, M. (2017). *English language teaching practices for visually impaired students: An ethnographic study* [MPhil dissertation]. Kathmandu University, Nepal.
- Thapaliya, M.P. (2016). *A report on disability in Nepal*. Australian Himalayan Foundation (AHF).
- Thapaliya, M.P. (2018). *Moving towards inclusive education: How inclusive education is understood, experienced and enacted in Nepali higher secondary schools* [Doctoral dissertation]. University of Canterbury, New Zealand.
- Tseng, V. (2012). The uses of research in policy and practice. In *Social policy report*, (vol. 26 no. 2). Society for Research in Child Development.
- UK AID. (2019). *Of children with disability*. International Disability Alliance.
- United Nations General Assembly. (2006). *United Nations Convention on the Rights of Persons with Disabilities (CRPD)*. <https://www.un.org/esa/socdev/enable/rights/convtexte.htm>
- Uzunboylyu, H., & Asiksoy, G. (2014). Research in physics education: A study of content analysis. *Procedia-Social and Behavioral Sciences*, 136, 425–437. <https://doi.org/10.1016/j.sbspro.2014.05.353>