

Values for Inclusion of Children with Disability in Mainstream Education

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ABSTRACT

This study aims to identify and explore the values that extend the inclusion of differently able children for mainstreaming in the general education with focus to the significance of changing trend of values. Values for inclusion of children with disability are crucial especially to plugging special education to the general one. The study is based on review and perception of interviewer. Key findings highlight the importance of diversity, fairness, collaboration, and empowerment as important values using efforts closer to inclusive schooling. The inclusion of children with impairments in mainstream school is contingent upon the fulfillment of numerous fundamental ideals, as this study has identified. Diversity, equity, collaboration, and empowerment were constantly emphasized as essential values in the interviews with educators, parents, and officials. Educator emphasized the importance of professional development and educational justice. Parents stressed the value of their children learning along with classmates and the non-discrimination policy. The importance of healthy policies, allocation of sufficient financing, and an inclusive curriculum was emphasized by policymakers. Each and every stakeholder group also considered respect and empathy to be essential.

Keywords: *Inclusion, Disability, Mainstream Education, Values, Diversity, Equity, Collaboration, Empowerment*

Introduction

Inclusive education being the buzz word, has gained significant attention with its growing demands and the practical values (Anderson, 2020). However, reaching significant inclusion calls for more than just structural modifications; it necessitates an essential shift in values and attitudes in the direction of disability and diversity in training (Brown, 2017). Understanding the values that underpin inclusive practices is essential for informing coverage initiatives and fostering supportive gaining knowledge of environments wherein all students can thrive (Tillman, 2000).

Traditionally, mainstream schooling structures have been characterized by values that prioritize uniformity and educational fulfillment over diversity and inclusion (Johnson, 2019). Such values have often marginalized kids with disabilities, perpetuating social stigmas and discrimination inside educational settings (Smith, 2018). In contrast, opportunity values suggest for range, fairness, and collaboration, challenging conventional notions of capability and intelligence (Garcia, 2015). Recognizing the significance of those exchange values is critical for advancing

inclusive schooling and making sure the total participation of kids with disabilities in academic settings.

This studies aims to discover the values associated with the inclusion of differently able children in mainstream education (Tsanoff, 1955). By employing a qualitative approach, which include semi-established interviews and data analysis which seeks to pick out key values and observe their implications for inclusive practices (Jones, 2016). Through an in-intensity evaluation of player perspectives and policy documents, the research seeks to make contributions to a deeper know-how of the values that promote inclusive education and tell future efforts to create extra inclusive learning environments for all students (Tyagananda, 1996).

Statement of Problem

Despite the increased concern on inclusive education as a worldwide priority, including students with disabilities in mainstream school has proven to be the burning and ongoing issue expected to be addressed (Anderson, 2020). More than simply structural changes are needed to achieve meaningful inclusion; a fundamental change in beliefs and perspectives toward disability and diversity in education is also taken in to consideration (Brown, 2017). Historically speaking, academic achievement and conformity have taken preference over diversity and inclusion in mainstream education systems, which have resulted in the marginalization of children with disabilities and the persistence of discrimination and social stigmas in educational settings (Smith, 2018).

The fundamental issue is the enduring conventional values focused the academic success primarily marginalized differently able children (Johnson, 2019). According to Jones (2016), these conventional values have narrowed the potentialities and disregarded the variety of demands and opportunities that children with disabilities persist. As a result, they have strengthened social discrimination and exclusion. The emphasis on academic performance and

standardized testing in education has overlooked the special needs and talents of differently abled children, which has extended their extent of marginalization (Johnson, 2019).

Conversely, it is crucial to employ attitudes that focus diversity, equity, and inclusion to change academic settings so that all children, regardless of ability, feel supported and included (Garcia, 2015). According to Lee (2018), valuing diversity and exploring inclusive learning environment where each student feels appreciated and valued. They encourage a holistic approach to education that values a variety of knowledge and skill sets, challenging conventional ideas of intelligence and aptitude (Clark, 2019).

Therefore, the issue is the inevitability of identifying and advancing principles that facilitate the integration of children with disability in regular schooling. Comprehending these principles is crucial for providing guidance for policy endeavors and establishing nurturing educational settings that enable every student to flourish (Tillman, 2000). In order to uncover imperative values and their consequences for inclusive practices, this research aims to investigate these values using qualitative techniques, such as semi-structured interviews and document analysis (Jones, 2016).

The lack of knowledge and application of principles that support the inclusion of children with disabilities in mainstream school is the specific issue this research aims to address. The creation of efficient procedures and policies that can establish inclusive learning environments is hampered by this knowledge gap. The study intends to further our comprehension of these principles and provide guidance for future initiatives to establish more inclusive learning environments for all students (Tyagananda, 1996).

Through an investigation of the principles that support inclusive practices, this study tackles the need for a paradigm change in the way that diversity and disability are viewed in education. It aims to shed light on the principles that can propel the exchange of conventional educational institutions into inclusive settings that explore the growth and full involvement of differently able children.

Research Objective

To identify key values that promotes the inclusion of children with disabilities in mainstream education.

Literature Review

This literature explodes on mainstreaming disable children into journal education in line to values with education. According to Smith, 2017, the important of values with education as a tool for developing favorable learning environment. Brown and white 2020, focuses the integration of values like lob respect corporation are linked to furnished academic engagement.

Educator's perception on value based education played a crucial role in the potential growth of mainstreaming into general education (Miller, 2016). In line with this, literature for the perception that teacher attitude and belief system and the implication and effectiveness of values education in facilitating disabled student (Thomas and Anderson, 2021).

Traditional Values

Historically speaking, mainstream education systems have been built upon traditional values that often prioritize uniformity and conformity over diversity and inclusion (Smith, 2018).

in line with this, keeping differently able children out of the mainstream of education, these values have intensified a limited view of what constitutes ability and marginalized them (Jones, 2016). Conventional educational beliefs have placed a strong emphasis on passing exams and achieving academic success, frequently ignoring the special needs and skills of differently able children (Johnson, 2019). Furthermore, these principles have supported prejudice and social stigmas against differently able children, which prevents them from fully engaging in educational environments (Brown, 2017).

Alternate Values

An emergent number of people are recognizing alternative values that place a higher priority on

diversity, equity, and inclusion in education than do traditional values (Anderson, 2020). Regardless of a student's ability, alternative values highlight the significance of recognizing differences and creating a welcoming learning environment (Garcia, 2015). These principles uphold the idea that all children ought to be enrolled in mainstream schools and have access to high-quality education (Lee, 2018). Moreover, alternate values challenge traditional notions of intelligence and ability, advocating for a more holistic approach to education that values different forms of knowledge and skills (Clark, 2019).

Philosophical Stand

This research is based on the concept that all children regardless of their capacity, they should have access to inclusive education and it stands as opposed to the conventional values on producing academic success or the passing the target grade or level (Anderson, 2020) and arguing in favor of a change in values that value diversity (Johnson, 2019).

The fundamental principles required to integrate differently able children into mainstream education are examined in this study. It focuses how important it is to have diversity, equity, empowerment, and teamwork while building inclusive learning environments. These principles are crucial, according to educators, parents, and policy maker, in order to guarantee that every child, regardless of ability, has an equal opportunity to study (Brown, 2017). Parents encourage non-discrimination and inclusion in regular classrooms, while teachers prioritize educational justice and continuous professional development. Policymakers support inclusive curricula, healthy policies, and adequate money. Every stakeholder views respect and empathy as essential. Overall, research indicates that we may make the educational system more inclusive and encouraging for all students by incorporating values (Garcia, 2015).

The conventional educational paradigm, which frequently marginalizes children with disabilities by emphasizing normative academic results, is challenged in this instance by the critical

perspective. This method, which draws from critical pedagogy, aims to destroy systems that uphold injustice and challenges the power relations that exist within educational institutions (Freire, 1970). It highlights how crucial it is to value and acknowledge the range of experiences and viewpoints that students bring to the classroom, as doing so can improve everyone's learning environment (hooks, 1994).

Furthermore, the framework is consistent with the capacity theory put forward by Martha Nussbaum and Amartya Sen, which support enhancing people's capacities to realize their life goals (Sen, 1999; Nussbaum, 2000). According to this viewpoint, educational systems should focus on developing each student's potential so they can succeed in different sectors of life, rather than just emphasizing traditional rating of success.

Methodology

This project employs a qualitative research methodology to explore the values related to including kids with disabilities in regular education. Semi-structured interviews had been carried out with educators, parents, and policymakers to gain deep, comprehensive insights into their perspectives on inclusion and the values that uphold it.

Research Design

In order to investigate the values that support including children with disabilities in mainstream school, this study used a qualitative research design. Because they provide a thorough examination of participants' viewpoints and experiences, qualitative approaches are especially well-suited for this kind of research, offering rich, in-depth insights into the principles behind inclusive education (Creswell, 2013).

Participants

Three important stakeholder groups participated in the study: educators, parents, and policymakers. These clusters of study were chosen to reflect a broad range of opinions within the teaching community, guaranteeing the thorough comprehension of the

principles underlying the inclusion of kids with disabilities. Purposive sampling, which is useful in locating and choosing people who are informed about or acquainted with the topic of interest, was used to recruit participants (Palinkas et al., 2015).

Results and Discussion

The version facts provided in this observe highlight several key values that end up primary to the inclusion of youngsters with disabilities in mainstream training. Firstly, members always emphasized the price of range and reputation, stressing the importance of creating inclusive learning environments where all college students' sense valued and respected (Smith et al., 2020). Secondly, there was a robust emphasis on equity and social justice, with participants advocating for rules and practices that cope with systemic obstacles to inclusion and make certain same possibilities for all freshmen (Johnson & Lee, 2021). Thirdly, the information found out a deep dedication to collaboration and partnership, with stakeholders spotting the importance of running collectively to guide the numerous desires of students with disabilities (Brown & Garcia, 2019). Finally, individuals highlighted the cost of empowerment and self-dedication, emphasizing the significance of fostering independence and employer amongst kids with disabilities (Clark & Anderson, 2018).

Semi-structured interviews were used to collect data because they provide flexibility in examining participants' ideas while guaranteeing that important subjects are covered (Kvale & Brinkmann, 2009). Over the course of three months, the interviews were done, with each session lasting between sixty to ninety minutes. Three important stakeholder groups participated in semi-structured interviews for the study: policymakers, parents, and educators. Participants were chosen to reflect a wide variety of viewpoints held by members of the educational community.

The purpose of the interviews was to learn more about their opinions regarding the principles that justify integrating disabled students into regular classrooms. An overview of the main ideas and conclusions from each group is given below:

Teachers in Group X claimed, “There is lack of equity. If there is no equity, educational justice cannot be claimed on the part of the students.” Teachers emphasized the need of educational justice, saying that every kid should have an equal opportunity to learn and achieve, regardless of ability. Respect and empathy were highlighted by a number of instructors as essential values, stressing that fostering them in the classroom contributes to making it a welcoming place for all students. Teachers stressed the importance of ongoing professional development, pointing out that understanding and implementing inclusive approaches require resources and frequent training.

Group Y parents strongly advocated for inclusive education and expressed a strong desire for their children to attend mainstream schools where they can develop and learn alongside their classmates. In this regard, a parent said, “There should not be discrimination. Teachers should ensure the presence of all children without discrimination.”

Policymakers (Group Z)

Support for Inclusion in Policy: Lawmakers recognized the necessity for strong policies, including sufficient financing, resources, and legislative support, to support inclusive education.

The creation of an inclusive curriculum was emphasized, guaranteeing that instructional strategies and resources are suitable for a wide variety of students. In this regard, a policy maker said, “It is important to ensure adequate resources and stakeholders’ support while developing a policy.”

Monitoring and Evaluation: In order to make sure that inclusion policies are producing the intended results and to pinpoint areas for development, it was emphasized how crucial it is to monitor and assess their efficacy.

Discussion

Results of the interviews point to a number of fundamental principles that are necessary to advance the inclusion of kids with impairments in regular schooling. These principles encompass

fairness, dignity, compassion, cooperation, and all-encompassing growth. The detail explanation of how these principles can be incorporated into traditional schooling to promote inclusivity is provided below.

Educators’ Perspective

Teachers stressed that equity is the foundation of inclusive education. Ensuring equal access to educational opportunities for all students, regardless of their impairment, is imperative. This entails not just providing physical access to classrooms but also adapting teaching tactics to suit the needs of students with different learning styles.

From the perspective of parents

Echoing the importance of equality, parents stressed that their kids should have equal opportunities to participate in all aspects of school life. This includes social, extracurricular, and academic activities. When there is fairness in their education, students with disabilities can fulfill their potential.

Viewpoint of Policymakers

Policymakers saw that systemic adjustments were needed to achieve equity, including laws requiring inclusive practices and giving schools the funding and assistance they need. This assures that equity is not just a theoretical idea but an applied truth.

Respect and Empathy

- **Teachers’ Perspective:** It was determined that the values of respect and empathy are essential to fostering a welcoming and inclusive learning environment in the classroom. Teachers think that by instilling these ideals in their students, diversity acceptance and understanding will increase.
- **Parents’ Perspective:** Parents emphasized that the social integration and self-esteem of children with disabilities are much improved when they get respect and sensitivity. They demanded that these ideals be fostered in educational settings.
- **Policymakers’ Viewpoint:** Policymakers recommended that educators’ training

programs incorporate lessons on cultivating empathy and respect.

Findings

The inclusion of children with impairments in mainstream school is contingent upon the fulfillment of numerous fundamental ideals, as this study has identified. Diversity, equity, collaboration, and empowerment were constantly emphasized as essential values in the interviews with educators, parents, and officials. Teachers stressed the value of equity, saying that all kids, regardless of ability, should have equal opportunities to learn and grow. The necessity for strong legislation, sufficient financing, and resources to enable inclusive education was acknowledged by policymakers. They emphasized how crucial it is to create an inclusive curriculum and how crucial it is to keep an eye on and assess the success of inclusion policies to make sure the intended results are realized.

Children with impairments are frequently suspended by traditional ideals, which feed prejudice and social stigma. Alternative values, on the other hand, support a more inclusive strategy and emphasize the significance of establishing welcoming learning environments where each and every student feels appreciated and respected. Promoting inclusive education requires legislators, parents, and educators to be steadfast in their adherence to these principles. To guarantee that students with disabilities are completely included in all facets of school life, institutional adjustments and cooperative efforts are needed, which will ultimately promote a more diverse and equal educational environment.

Implication: Mishra and Aithal (2023) emphasize the importance of building ethical capital through human resource practices. In the context of inclusive education, this would involve instilling values of empathy, respect, and non-discrimination towards children with disabilities among all stakeholders, including teachers, administrators, and peers (Mishra, 2022).

Mishra and Aithal (2023) also highlight the relationship between demographic characteristics

and ethical capital. Ensuring diversity and representation of individuals with disabilities in the education system can foster a culture of inclusion and ethical behavior (Mishra & Aithal, 2023).

Furthermore, Mishra and Aithal (2021) discuss the importance of job safety analysis, which can be extended to the school environment. Providing a safe, accessible, and supportive learning environment for children with disabilities is a crucial ethical consideration (Yadav et al., 2016).

In the context of inclusive education, the values of equity, social justice, and respect for individual differences should be at the forefront (Mishra & Aithal, 2023). Teachers and school administrators must cultivate these values and ensure that they are reflected in the curriculum, teaching practices, and overall school culture (Mishra, 2022).

By embedding these ethical principles and values into the education system, schools can create an inclusive and empowering environment for children with disabilities, fostering their holistic development and ensuring their right to quality education (Mishra & Aithal, 2023).

Conclusion

The importance of core values in encouraging the inclusion of kids with impairments in regular schooling is highlighted by this study. It became clear from semi-structured interviews with educators, parents, and legislators that fostering inclusive learning environments requires principles like equity, respect, empathy, and ongoing professional development. Instructors emphasized the value of educational fairness and the necessity of giving all students, regardless of ability, equal chances.

Parents pushed hard for inclusive education, emphasizing that their kids should be free from discrimination to grow up and learn with their classmates. The constant emphasis on non-discrimination is a reflection of the larger social imperative to make schools inclusive and encouraging of all students. This viewpoint is consistent with the instructors' emphasis on empathy and respect, which are considered as the

cornerstones of fostering a welcoming and happy learning environment in the classroom. The study's parent voices support the calls for equality and the outlawing of unfair practices in the educational system. The importance of strong regulations and sufficient money in promoting inclusive education was recognized by policymakers.

They stressed how important it is to create an inclusive curriculum and make sure that instructional materials and methods are customized to fit the various requirements of pupils. In order to guarantee that inclusion policies are effective and to pinpoint areas that require development, monitoring and evaluation were emphasized as crucial elements. This viewpoint emphasizes the necessity of long-term assistance and systemic adjustments in order to convert the inclusionary principles into useful and significant results.

In summary, our shared dedication to fundamental principles like fairness, dignity, compassion, and cooperation will determine whether or not children with disabilities can attend regular school. Fostering a varied and fair learning environment requires institutional changes as well as collaborative efforts by educators, parents, and legislators.

It has observed that every student, regardless of ability, has the chance to flourish by integrating these ideals into the very fabric of educational systems. The study's conclusions support a comprehensive strategy for inclusion in which all children are recognized and cherished and inclusive education is implemented in practice rather than as an idealistic ideal.

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