

Research Paper

Inclusive Education; Perspectives of Parents and Teachers of Differently Able

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ABSTRACT

“Inclusive education is not a privilege, but a fundamental human right, ensuring that every child, regardless of ability or background, has the opportunity to learn and thrive in a supportive environment.” The study investigates the perspectives of five parents and five teachers regarding inclusive education practices for differently abled children. Mainly focusing on differently abled. Qualitative analysis was used. Through semi-structured interviews, data were collected from a sample of parents and teachers in inclusive educational settings. The data were analysed using thematic analysis to identify benefits, challenges and recommendations related to inclusive education for differently abled children. The major findings are divided into different categories: benefits, challenges, and recommendations. While inclusive education offers numerous benefits such as fostering social inclusion, promoting diversity, and enhancing academic achievement, several challenges were identified. These challenges include academic challenges, social and emotional challenges, resource and support challenges, and school environment challenges. Academic challenges involved curriculum adaptation and diverse learning needs, while social and emotional challenges included peer acceptance and bullying. Resource and support challenges encompassed limited resources and training for teachers. Inclusive education holds immense potential to create equitable and inclusive learning environments for all students, including those with disabilities or special needs. However, addressing the challenges identified in this study is essential to fully realize the benefits of inclusive education and ensure the holistic development and educational success of differently abled children. Addressing these challenges is crucial for the successful implementation of inclusive education, requiring comprehensive training for teachers, increased collaboration between parents and schools, and improved access to support services and resources.

Keywords: *Inclusive education, differently abled children, semi-structured interviews, thematic analysis, benefits, challenges, recommendations*

“People who are differently abled are not aliens, stop treating them like one, they should not be treated less, why don't the people understand this fact...” (Raman).

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Differently Able is often described in terms of lack of normal functioning of physical, mental or psychological processes. It is also defined as learning difficulties or difficulties in adjusting socially, which interfaces with a person's normal growth and development. A disabled child has been defined as one who is unable to ensure by himself, wholly or partially the necessities of a normal individual or social life including work as a result of deficiency whether congenital or not in his physical or mental capabilities. Persons having any of the disabilities, namely, visual, communication (hearing and/or speech) and locomotors will be considered physically disabled. The Rights of Persons with Disabilities Act (RPWD Act) enacted in India in 2016 further emphasizes the rights and entitlements of differently abled individuals, aiming to promote their full and equal participation in society, including access to education. "As per the provisions of the Rights of Persons with Disabilities (RPWD) Act, 2016; it means: Blindness, Low vision, Leprosy cured persons, Hearing impairment (deaf and hard of hearing), Locomotors Disability, Dwarfism, Intellectual Disability, Mental illness, Autism Spectrum Disorder, Cerebral Palsy, Muscular Dystrophy, Chronic Neurological Conditions, Specific Learning Disabilities, Multiple Sclerosis, Speech and Language disability. Thalassemia, Haemophilia, Sickle Cell disease, Multiple Disabilities including deaf blindness, Acid Attack victim Parkinson's disease. (GoI, 2016). The Rehabilitation Council of India (RCI) defines differently abled individuals as those who have different abilities or disabilities that may require special accommodations or support to fully participate in various aspects of life. This category typically includes individuals with physical disabilities, sensory impairments (such as visual or hearing impairments), intellectual disabilities, developmental disabilities, learning disabilities, and mental health conditions. It's important to note that the specific criteria for inclusion in the category of "differently abled" may vary depending on the context, organisation, or jurisdiction. However, generally, anyone who faces challenges or barriers due to physical, sensory, intellectual, or developmental differences may be considered differently abled. (Rehabilitation Council of India, n.d.).

The change from "disability" to "differently abled" is about focusing on what people can do, rather than what they can't. It's about recognising that everyone has unique strengths and abilities, regardless of any challenges they may face. By using positive language like "differently abled," we promote respect, inclusion, and appreciation for the diversity of abilities in all people (U.N, 2020).

Education is an important human right and is seen as the key to having a better and more rewarding life survival, protection and development of human potentialities and education is gradually considered vital to the inclusive and constant development of a society (UNESCO, 2011). Every person has the right to a good education, regardless of their race, religion, or other characteristics. Sadly, children with disabilities are often left out. Most of them don't get to go to school. Shockingly, out of 72 million kids worldwide who aren't in primary school, one third of them have disabilities. This shows how children with disabilities are often left behind when it comes to education (Mallick & Sheeshb, 2013).

What is inclusive education?

Inclusive education as a process of speaking and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. (Walker, N.D). It "offers a way of dealing with the negative meanings of "normalization. That means Inclusive education is an approach to educating students with special educational needs, where students with special needs spend most or all of their time with non-disabled students. Hyman (2014) suggested that inclusive

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education is the process of ensuring that the school attempts to view all learners as unique individuals through the reassessment and reform of its organization. It also attempts to disability, have a right to education. Children with disability, no matter how serious their disability, have a right to education that promote their fullest potential and their inclusion into children with disabilities indicates that only 20% of street children with disabilities go for government primary schools, 57% attend non-formal primary education and again a large number (63%) do not get access to any kind of education (Nasreen, Tate, 2007). Education should see as a basic human right to receive by all, regardless of race, class, gender, creed or age (Siebalak, 2002). Hyman (2014) argued that inclusive education aims to create a mixed classroom that reflects the diversity of the population. Inclusive education needs to serve the community and be responsive to the needs of all individual learners. Inclusive education is not a marginal issue, but is essential to the achievement of high-quality education for all learners and the development of more inclusive societies.

What is differently abled?

Differently abled is derived from the field of disability studies, emphasizing the unique abilities of individuals with disabilities rather than their limitations (Davis, L. J., 2013). Differently abled individuals exhibit diverse abilities, resilience, and creativity, reflecting the spectrum of human functioning (WHO, 2022). The management involves early intervention, individualized education plans, accessibility, support services, family involvement, community integration, and advocacy (UNESCO, 2021). The treatment of differently abled children involves a holistic approach, including therapies, assistive technologies, family support, and creating inclusive environments (UNESCO, 2021).

In the field of education, inclusive education, regular education, and special education represent three distinct yet interconnected approaches aimed at meeting the diverse needs of learners. Inclusive education promotes the integration of learners with diverse abilities, backgrounds, and learning styles into mainstream educational settings. It emphasizes creating environments that accommodate the needs of all students, fostering a sense of belonging, and promoting equal opportunities for participation and learning. Inclusive education seeks to remove barriers to learning, address diverse learning needs, and celebrate the unique strengths and contributions of each learner (UNESCO, 2005). Regular education, also known as mainstream or general education, refers to the standard educational programs and practices offered in traditional educational institutions such as schools and universities. It follows a standardized curriculum and instructional approach designed to meet the needs of the majority of learners. Regular education typically caters to students without significant disabilities or special needs and aims to provide a comprehensive and equitable education for all students (UNESCO, 2017). Special education focuses on meeting the unique needs of learners with disabilities, developmental delays, or other exceptionalities. It involves specialized instructional strategies, support services, and accommodations tailored to the individual needs of each student. Special education aims to provide personalized interventions to help students overcome barriers to learning, develop essential skills, and achieve academic success. Additionally, it emphasizes promoting the social, emotional, and functional development of students with disabilities to enhance their overall quality of life (UNESCO, 2009).

In the context of Kerala, India, inclusive education has been gradually implemented over the years. Kerala has been a pioneer in promoting inclusive education in the country. The state government has taken various initiatives to ensure that children with disabilities have access to quality education alongside their peers. One of the key strategies implemented in Kerala

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is the integration of children with disabilities into regular schools. This approach emphasises providing necessary accommodations, support services, and resources to enable students with disabilities to participate fully in mainstream classrooms. Teachers are provided with training and support to effectively address the diverse learning needs of all students. Kerala has established resource rooms and special educators in schools to provide individualised support to students with disabilities. These resource rooms offer specialised instruction, therapies, and assistive devices to help students overcome barriers to learning. Furthermore, Kerala has implemented inclusive policies and legislation to promote the rights of individuals with disabilities, such as the Rights of Persons with Disabilities Act (RPWD), which mandates equal access to education for all children, including those with disabilities. (Government of Kerala, 2016).

Inclusive education focuses on various areas of development, including academic, social, emotional, and behavioural aspects. Academically, it aims to ensure that all students have access to the curriculum and instructional strategies tailored to their individual learning styles and abilities. Socially, inclusive education fosters opportunities for peer interaction, collaboration, and the development of positive relationships among students from diverse backgrounds. Emotionally, it seeks to create supportive environments that nurture students' self-esteem, confidence, and emotional well-being. Behaviourally, inclusive education promotes the development of appropriate social skills, self-regulation, and positive behaviour management strategies. By addressing these areas of development, inclusive education aims to support the holistic growth and success of every student, while also promoting equity, diversity, and inclusion within educational settings.

Need and Significance

The need for this study arises from a desire to understand the effectiveness of inclusive education practices from the perspectives of those directly involved: parents and teachers. By including parents and teachers in the study, we can gain valuable insights into the real-world experiences, challenges, and successes of inclusive education. Their perspectives are crucial for validating the effectiveness of inclusive practices, addressing concerns, promoting collaboration between home and school environments, and ensuring accountability within the education system. Ultimately, including parents and teachers in this study enhances its relevance and applicability to improving inclusive education practices for all students." This study is important because it helps us understand how well inclusive education works for differently abled children. With changes happening in how we think about differently abled, like in the DSM, it's crucial to know what parents and teachers think about inclusive education now. By listening to them, we can make schools better for children with disabilities. This study gives us updated information to improve how we teach and support these children in schools.

The number of studies conducted on the topic is very few and mostly conducted outside the Kerala. The population of the study is parents and teachers because differently abled children get emotional support mostly from them "Inclusive education, viewed from the perspectives of parents and teachers, represents a fundamental shift towards providing equitable learning opportunities for all students, irrespective of their diverse backgrounds and abilities. This collaborative approach emphasises the importance of creating inclusive environments within mainstream classrooms where every student feels valued, supported, and empowered to succeed. Understanding the perceptions and experiences of parents and teachers is essential for enhancing the implementation and effectiveness of inclusive education practices. This research aims to explore the multifaceted perspectives of parents

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and teachers towards inclusive education, examining their beliefs, attitudes, challenges, and contributions to fostering inclusive learning environments. By gaining deeper insights into these perspectives, we can identify strategies for promoting collaboration, addressing barriers, and ultimately, ensuring the success of inclusive education initiatives.” This study focuses on parents and teachers as key collaborators in inclusive education, providing insights into its effectiveness, challenges, and successes. Understanding their perspectives can identify improvement areas, inform policy, and enhance inclusive education quality.

Statement of the problem

The aim of the study to understand parents and teachers' perspectives on inclusive education practices, providing insights for effective strategies and promoting holistic student development in inclusive classroom settings hence the study was entitled as “Inclusive education; perspectives of parents and teachers of differently able”.

Objectives

Major Objective

To understand the perspectives of parents and teachers of differently abled on inclusive education practices.

Specific Objective

1. To explore and understand the perspectives of parents on inclusive education Practices.
2. To investigate the perspectives of teachers regarding inclusive education and its effectiveness.
3. To identify the challenges faced by parents and teachers in implementing inclusive education.
4. To examine the role of parental involvement in supporting student development within inclusive education settings.
5. To explore the implications of parents’ and teachers’ perspectives for policy, practice, and future research in the field of inclusive education.

METHODOLOGY

Methods are specific procedures for collecting and analyzing data. It enables the investigator to look the problem in a sequential order and it depends on the method used and tools adopted for data collection and analysis of those collected data. It is the systematic plan which forms the totality of the procedures followed by the investigator to make it scientific and valid to the extent possible. There are three types of research method; qualitative research, quantitative research, and mixed method. The research method used in this study is qualitative method.

The qualitative approach is used to collect the data of 10 participants of parents and teachers of differently abled children. This method allows for a deep exploration of participants’ experiences and insights within inclusive educational settings. Through purposive sampling, 10 participants comprising 5 teachers and 5 parents are selected to provide rich and diverse perspectives. By engaging directly with participants through interviews and discussions, the research aims to uncover valuable insights to inform inclusive education practices.

Research Design

The design which is chosen by the investigator makes them to use the methods that are suitable for their study and for their future reference as well. It gives a correct framework for

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the study. The selection of research design should be done carefully, because the method determines how relevant information should be collected and analysed. So, research design is a significant part of the research.

The research is using the qualitative research design, where the investigator uses qualitative research methods for the collection of data and analysis of data. Quality refers to what, when, how, and where of a thing, its essence and ambience. So, the qualitative research thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and description of things. So here in this study, the investigator uses the method of qualitative research design (Berg et al., 2004).

Participants

A sample is defined as a set of data that a researcher chooses or selects from a larger population by using a pre-defined selection method. The elements selected are called sample points, or sampling units or observations. The process of deriving a sample is called a sampling method. Sampling forms a significant part of the research design since this method derives the qualitative data that can be collected as part of a study. (Kothari, C.2004).

SAMPLING METHOD: Purposive Sampling

Purposive sampling, a kind of nonprobability sampling, is one which is based on the typicality of the cases to be included in the sample. The investigator has some belief that the sample being handpicked is typical of the population or is a very good representative of the population. (Kothari, C.2004).

UNIVERSE OF THE STUDY: Malabar area POPULATION

Parents and teachers of differently abled children in Malabar area.

SAMPLE SIZE

Sample size includes a total 10 participants. This comprises five parents and five teachers of differently abled children.

Inclusion Criteria

- Parents residing in the Malabar area.
- Parents with children diagnosed with intellectual disabilities.
- Teachers employed in schools within the Malabar area.
- Teachers educating intellectually disabled children.

Exclusion Criteria

- Parents living outside the Malabar area.
- Parents with children having disabilities other than intellectual disabilities.
- Teachers not working with intellectually disabled children.
- Participants with severe cognitive impairments impacting their ability to consent or engage in interviews.

Method for Data Collection

The data is collected using the method of Semi-structured interview. A semi-structured interview is a data collection method that relies on asking questions within a predetermined thematic framework. Semi-structured interviews are a blend of structured and unstructured

types of interviews. It is a qualitative research method used to gain an in-depth understanding of the respondent's feelings and beliefs on specific topics. As the interviewer prepares the questions ahead of time, they can adjust the order, skip any that are redundant, or create new ones. The interviewer can observe the participant's verbal and non-verbal cues in real-time, allowing them to adjust their approach accordingly in a semi-structured interview.

Advantages of Semi-structured interview

- Flexibility

This style of interview is meant to be adapted according to the answers and reactions of the respondent, which gives a lot of flexibility. Semi-structured interviews encourage two-way communication, allowing themes and ideas to emerge organically.

- Respondent comfort

The semi-structured format feels more natural and casual for participants than a formal interview. This can help to build rapport and more meaningful dialogue.

- Rich data

Semi-structured interviews are excellent for user experience research because they provide rich, qualitative data about how people really experience. Open-ended questions allow the respondent to provide nuanced answers, with the potential for more valuable insights than other forms of data collection, like structured interviews, surveys, or questionnaires.

Disadvantages of Semi-structured interview

- Low validity

The flexibility of semi-structured interviews can also lessen their validity. It can be challenging to compare responses between participants depending on how far the interviewer departed from the predetermined list of questions.

- High risk of research bias

The open-ended nature of semi-structured interviews can lead to the temptation to ask leading questions, leading to observer bias. Conversely, your respondents may also seek to give you the answers they think you want to hear, leading to social desirability bias, or react differently to being observed, leading to Hawthorne effect.

- Difficult to develop good semi-structured interview questions

Semi-structured interviews can be difficult to conduct correctly due to their delicate balance of prior planning and spontaneous asides. Every participant is different in their willingness to share. It can be difficult to be both encouraging and unbiased. (Tegan George, 2022).

Procedure of Data Collection

First, the permission for conducting the research was gained from the research guide. The researcher made interview questions that are best suited for the research problem and all the questions were verified and corrected under the proper guidance of the research guide. Then, after selecting the samples through purposive sampling, the researcher took the informed consent of the participants for data collection. The participants were made aware of their rights and about the confidentiality that would be followed. The researcher first established rapport with the subjects and made them comfortable. The instructions were given and it included things like an introduction about a semi-structured interview and asking the participant to answer about their experiences honestly as there is no right or wrong answers

and to answer what comes first to their mind etc. After the participant understood all the instructions, the researcher started the semi-structured interview, particularly face-to-face interview and the data was collected if the researcher gets permission from the participant researcher can record it. The researcher makes sure that it should be confidential. Then, they were thanked for their participation and cooperation.

Analysis Method

Thematic analysis is used as the analysis method. A technique for assessing qualitative data called thematic analysis involves looking through a data collection to find, examine, and document recurring themes. It is a technique for summarizing data, but when choosing codes and creating themes, it also involves interpretation. The versatility of thematic analysis to be employed within a wide range of theoretical and epistemological frameworks, as well as to be applied to a wide range of study topics, designs, and sample sizes, is one of its distinguishing characteristics. The decision to utilize thematic analysis should be driven more by the objectives of the research than by a desire to pick an easy-to-use methodology. When attempting to comprehend a group of events, thoughts, or actions spread throughout a data collection, thematic analysis is an acceptable and effective technique to employ (Kiger and Varpio, 2020).

RESULT AND DISCUSSION

This chapter provides the result and discussion of the study which is analysed using Thematic Analysis. The goal of the result and discussion section is to use both text and illustrative materials to objectively present important findings in a logical order and without interpretation. What data was gathered is shown in the results section. The result section is where the researcher reports the outcomes of the study; it typically includes descriptions of data collected, analyses performed, and any other findings. This section aims to provide a clear and concise summary of the evidence obtained through the research process. The discussion section is where researchers analyse and interpret the results. It involves synthesizing the findings and explaining their implications. While the Results section provides a straightforward presentation of empirical data, the Discussion section offers a deeper analysis and interpretation of those results within the broader context of the research field. The researcher interprets their results according to the theoretical underpinning in this section; there is more room for different opinions. The way the authors interpret their results may be quite different from the way you would interpret them or the way another researcher would interpret them.

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The major aim of this research on “Inclusive Education: Perspective of Parents and Teachers” is to explore and understand the viewpoints, experiences, challenges, and

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recommendations of parents and teachers regarding inclusive education practices. By gathering insights into their perspectives, this study aims to identify strengths, weaknesses, and opportunities for improving inclusive education practices, fostering collaboration between parents and teachers, and promoting positive outcomes for all students, particularly those with diverse learning needs. Ultimately, the research seeks to contribute to the development of more effective and inclusive educational practices that cater to the needs of every learner.

According to teachers, inclusive education means all students regardless of any differences they may have, are welcomed and supported in the same learning environment. It focuses on meeting the needs of every student and ensuring they have equal opportunities to learn and succeed. Teachers generally see inclusive education as an approach that aims to include all students in the same classroom, regardless of their abilities or disabilities. While many teachers support the idea of inclusive education and value the diversity it brings to the classroom, they may also face challenges with implementation, such as managing diverse learning needs and adapting teaching strategies. Teachers emphasize the importance of resources, support, and collaboration in effectively implementing inclusive education practices.

According to parents, inclusive education means integrating differently abled children with general children and make them part of general education system. Parents generally see inclusive education as a way for all kids, regardless of their abilities, to learn together in regular classrooms. They believe it's important for every child to feel accepted and supported in school. While some parents have positive experiences with inclusive education, others worry about whether their child's needs are being met. Overall, parents want their child to have the best possible education and feel like they belong at school.

The study conducted aimed to understand the perspective of parents and teachers about inclusive education. The study was conducted among the population of Kannur district and the method used to collect data is semi structured interview. The study was conducted among parents and teachers of differently abled children who studied in elementary and high school. The questions are asked based on the specific objectives of parents and teacher perspective on inclusive education, its effectiveness and challenges. In this study researcher found three themes, they are benefits, challenges and recommendations.

SESSION A

Benefits of Inclusive Education

The first theme of this research is benefits of education. This section explores the benefits of inclusive education in enhancing social interaction and acceptance, increasing confidence and emotional stability, improving emotional regulation and coping skills, and fostering a sense of belonging among students.

Theme 1	Redundant codes	Codes
Benefits	Enhanced Social Interaction and Acceptance	Progress in social interaction Feel more accepted and included Less likely to feel isolated, progress in communication
	Increased Confidence and Emotional Stability	Increased confidence Sudden emotional changes have decreased Anger reduced Less likely to feel isolated

Theme 1	Redundant codes	Codes
	Improved Emotional Regulation and Coping Skills	Developed coping skills Reduced exam anxiety
	Fostering a sense of belongingness	Fosters a sense of belonging

Enhanced social interaction and acceptance are fundamental aspects of inclusive education. Students in inclusive classrooms often experience progress in social interaction, feeling more accepted and included by their peers and teachers. This increased acceptance and inclusion contribute to a sense of belonging within the classroom community and reduce feelings of isolation. Research has shown that when students with diverse learning needs are integrated into regular classroom settings, they have more opportunities to interact with their peers, develop friendships, and participate in social activities. This not only benefits students with disabilities but also fosters empathy, understanding, and acceptance among their peers. They learn to communicate better and gain confidants through meaningful social interaction and friendship with peers. Improved confidants and emotional stability are other aspects of inclusive education. There has been changes takes place in emotional levels. Inclusive education can positively affect by making them feel more confident, more accepted and included, reduce anger and manage their emotion. Develop more coping skills. Inclusive education fosters a sense of belongingness and acceptance, which can positively impact the emotional wellbeing of differently abled children reducing feeling of isolation or exclusion. Inclusive education has numerous benefits in enhancing social interaction and acceptance among students, it's essential to acknowledge that some academic-related benefits may not be fully realized for children in inclusive settings. Despite the positive impact on social and emotional well-being, inclusive education may present challenges in meeting all academic needs effectively. In some cases, the diverse range of learning needs within inclusive classrooms can make it challenging for teachers to provide individualized academic support to each student. This may result in certain students, particularly those with more complex learning needs, not receiving the specialized instruction or resources they require to excel academically. Additionally, the focus on accommodating diverse learning styles and abilities may divert attention and resources away from academic instruction, potentially impacting academic outcomes for some students. Inclusive education promotes social interaction, but it's crucial to balance it with academic achievement to ensure all students receive comprehensive support.

In a study conducted by Thaibah (2021), found that that, it explores the benefits of inclusive education in elementary schools, revealing that regular students appreciate differences, invite special needs students to class, show curiosity, appreciate their talents, make friends, lend belongings, help with difficult situations, and protect special needs students. Inclusive education also fosters character education for regular students, promoting understanding and respect for all Students.

SECTION B CHALLENGES

The second theme generated was challenges. In an inclusive education environment, faces challenges in four key areas: academic, social and emotional, resource and support, and school environment. These challenges include difficulties in learning and adapting, socializing, and accessing necessary resources and support. Addressing these challenges is crucial for creating inclusive learning environments where all students can thrive.

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Theme 2	Redundant codes	Codes
Academic Challenges	Difficulty to follow a curriculum	Many students in inclusive education settings experience a curriculum struggle as they find it challenging to keep up with the pace and demands of the prescribed curriculum.
	Difficulty to understand lessons	Students may face lesson comprehension difficulty, making it hard for them to understand and grasp the content taught during lesson
	Poor academic performance	Poor academic performance is a common issue among students in inclusive education, indicating challenges in meeting academic standards and achieving desired learning outcomes.
	Difficulty in adapting to diverse learning styles.	Students often encounter learning adaptation challenges as they struggle to adapt to diverse learning styles and methods employed in inclusive education environments.

The theme generated in section B was Academic Challenges. Inclusive education presents various academic challenges for children with diverse learning needs. Difficulty in following a curriculum and understanding lessons may arise due to differences in learning styles and the pace of instruction. Consequently, students may experience poor academic performance, struggling to keep up with their peers. Additionally, adapting to diverse learning styles can be challenging for both students and educators, leading to disparities in academic achievement and also children engaged in other activities due to not understanding what is being taught.

In a study conducted by Florence (2016), It is found that a lack of resources, competent teachers, quality time, and appropriate curriculum. The study also highlighted a lack of collaboration between administration and parents, relevant resources, and clear policies on inclusive education. It recommends a formalized support system for parents and increased monitoring and quality control in schools to ensure equal access to education for all children.

Theme 3	Redundant code	Code
Social and Emotional Challenges	Difficulty in socialization	Some students find it challenging to interact and socialize with others.
	Difficulty in communication	Difficulty in communication: Certain students struggle to effectively communicate their thoughts and ideas.

Isolated	Some students feel isolated and disconnected from their peers.
Sitting lonely in class	Sitting lonely in class: Students may frequently find themselves sitting alone in class.
Hard to make friends	Hard to make friends: Making friends is difficult for some students.
Feel excluded or teased	Feel excluded or teased: Certain students feel excluded or are teased by their peers.
Trouble controlling feelings and behaviour	Trouble controlling feelings and behaviour: Some students have difficulty managing their emotions and behaviour.
Struggle to pay attention during class	Struggle to pay attention during class: Maintaining focus during class is a challenge for some students.
Wandering thoughts	Wandering thoughts: Students experience difficulty in keeping their thoughts focused.
Hypersensitive to sensory stimuli	Hypersensitive to sensory stimuli: Some students are highly sensitive to sensory input, which can be overwhelming.
Difficulty to stay focused and control emotions	Certain students struggle to stay focused and regulate their emotions.
Peer bullying	Bullying from peers is a significant challenge for some students.

The theme generated in section B was social and emotional challenges. The social and emotional challenges faced by students in inclusive education settings highlight the complexity of their experiences and the impact on their overall well-being. Difficulty in socialization and communication can lead to feelings of isolation and disconnection from peers, as well as a sense of being excluded or teased. This, in turn, can contribute to students feeling lonely in class and finding it hard to make friends. Additionally, trouble controlling feelings and behaviour, along with wandering thoughts and hypersensitivity to sensory stimuli, can further exacerbate social and emotional difficulties. Struggling to pay attention during class and difficulty staying focused and regulating emotions can impede students' academic progress and classroom participation. Moreover, the presence of conduct problems

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and peer bullying within the school environment can significantly affect students' mental health and overall sense of safety and belonging.

In a study conducted by Johan (2016), examines the support children with social, emotional, and behavioural difficulties (SEBD) receive in school contexts. It highlights the vulnerability of these children, the success of various interventions, and barriers to inclusive support.

Theme 4	Redundant Code	Code
Resource and Support Challenges	Limited availability of special educators	There are not enough special educators available to support students with diverse learning needs.
	Lack of facilities	The educational institution lacks necessary facilities to accommodate the needs of all students.
	Insufficient infrastructure	The infrastructure of the educational institution is not adequate to support inclusive education practices.
	Limited resources and experts	There is a shortage of resources and expertise available to effectively implement inclusive education strategies.
	Inadequate funding and staffing.	The educational institution faces challenges due to insufficient funding and staffing levels to support inclusive education initiatives.
	Limited availability of specialized equipment	There is a shortage of specialized equipment required to cater to the diverse needs of students in inclusive education settings.

The theme generated in section B was resource and support challenges. The resource and support challenges faced in inclusive education settings pose significant barriers to ensuring the effective implementation of inclusive practices and meeting the diverse needs of students. Limited availability of special educators is a critical challenge, as these professionals play a crucial role in providing individualized support and accommodations for students with diverse learning needs. Without an adequate number of special educators, students may not receive the personalized attention and support necessary for their academic and social development. Lack of facilities and insufficient infrastructure further exacerbate the challenges faced in inclusive education. Inadequate physical spaces, such as classrooms, playgrounds, and recreational areas, can hinder the implementation of inclusive practices and limit opportunities for students to engage in various learning activities. Lack of facilities

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and insufficient infrastructure further exacerbate the challenges faced in inclusive education. Inadequate physical spaces, such as classrooms, playgrounds, and recreational areas, can hinder the implementation of inclusive practices and limit opportunities for students to engage in various learning activities. Inadequate funding and staffing present significant challenges in ensuring the provision of quality education and support services in inclusive settings. Insufficient funding may result in a lack of essential resources, such as textbooks, learning materials, and assistive technology, which are crucial for meeting the diverse needs of students. Limited availability of specialized equipment further compounds the challenges faced in inclusive education. Access to assistive devices, such as wheelchairs, hearing aids, and communication devices, is essential for students with disabilities to fully participate in educational activities and access the curriculum.

In a study conducted by Dr Sylod (2016), found that a lack of material resources, including computers, textbooks, trained teachers, finances, classrooms, and other necessary resources are the resource challenges of inclusive education. The findings suggest that teachers should collaborate with communities and voluntary organizations to secure necessary resources for inclusive education in Zimbabwe. The findings suggest that teachers should collaborate with communities and voluntary organizations to secure necessary resources for inclusive education in Zimbabwe.

Theme 5	Redundant theme	Code
School Environment Challenges	Engaging in other activities during class	Some students may become distracted and engage in activities unrelated to the lesson during class time.
	Difficulty to adjust and mingle with other children	Certain students find it challenging to adapt and socialize with their peers.
	Ignored by other children	Some students feel ignored or overlooked by their classmates.
	Conduct problems of children	Behavioural issues and misconduct among students are observed within the school environment.
	Negative attitude of school authorities	There is a prevailing negative attitude or demeanour displayed by school authorities towards certain students or situations.
	Not allowed to participate in other school activities	Certain students are restricted or prohibited from participating in extracurricular or school-wide activities.

The theme generated in section B was school environment challenges. One prevalent challenge is students engaging in activities unrelated to class during instructional time. This behaviour can disrupt the learning process and impede academic progress. Another

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significant challenge is the difficulty some students face in adjusting and socializing with their peers. Social interactions are essential for students' social-emotional development and sense of belonging. Additionally, students who feel ignored or marginalized by their peers may experience feelings of isolation and low self-esteem. Behavioural issues among students present another significant challenge within the school environment. Disruptive behaviour can disrupt classroom instruction and negatively impact the learning environment for all students. Furthermore, negative attitudes or behaviours displayed by school authorities towards certain students can contribute to feelings of alienation and disengagement. When certain students are not allowed to participate in school activities, it can perpetuate feelings of exclusion. Addressing these challenges requires a collaborative effort from educators, administrators, students, and families. By creating inclusive and supportive school environments, schools can ensure that all students have the opportunity to thrive academically, socially, and emotionally.

In a study conducted by Dr Yolanda (2021), found that overcrowding, insufficient training, and knowledge among educators hinder the implementation of inclusive education, recommending inclusive education for all learners, regardless of disability type.

SECTION C RECOMMENDATIONS

The third theme of this research is recommendations. Recommendations derived from the identified themes, focusing on enhancing the inclusive learning environment for all students. Recommendations are ideas or proposals that can help make schools better for all students, especially those who have different learning needs. They might suggest changes to the way lessons are taught, how resources are used, and how teachers work together with parents and others. The goal is to make sure that every student feels included and supported, and that they have what they need to learn and succeed.

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Theme 6	Redundant theme	Code
RECOMMENDATIONS	Special Educator Support	Requirement of special educator on a daily basis Personalized supervision, instruction, and support Team up with special educator to create personalized plans More availability of special educators
	Resource Allocation	Requirement of extra time and resources Need for trained staff and specialized equipment More funding from government Specialized training by experts during vacation time
	Curriculum Adaptation	Adapt curriculum for diverse learners Adjustment of lessons for different learning needs
	Parental Involvement	Parents encouragement Collaboration of parents and teachers Parents take extra time to teach their child Parents-teachers frequent discussion on student improvement
	Awareness and Training	Awareness classes for other children Give training on money concept, behaviour, and social interaction Offer training and support for teachers and staff
	Inclusive Environment	Create a classroom where everyone feels supported and valued Provide ramps, elevators, and adaptive technology Supportive learning environment Take proactive steps to prevent bullying and discrimination in the classroom
	Collaboration and Communication	Collaboration of school authorities, peer group,

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Theme 6	Redundant theme	Code
		government officials, education agencies, society, policy makers is needed
		Collaboration of parents, teachers, and government authorities
		Parent-teacher associations
	Teaching Methods and Feedback	Increase more interactive learning with other students
		Offer different ways to learn like hands-on activities or visuals
		Include more innovative methods for teaching
		Provide regular feedback and encouragement
		Set clear expectations for behaviour, academic performance, and participation
	Individualized Education Plans (IEPs)	Implement Individualized Education Plans (IEPs)
		Repetition of lessons to reinforce learning

Recommendations for improving the inclusive learning environment encompass several crucial aspects, as highlighted by the identified themes. Firstly, addressing the Special Educator Support and Resources theme is paramount, ensuring the availability of special educators on a daily basis in schools. Team up with special educator to create personalise plans and also encourage students to help each other to learn. Parents keep open communication with teachers to discuss their needs and progress. To address learning difficulties in an inclusive classroom, create a classroom where everyone feels supported and valued. Teacher should be careful not to discriminate by other children, provide them emotional support and help them develop self-confidence and resilience. Encourage peers to provide support and be open to new ways of thinking and doing things to support inclusion.

Parents collaborate with teachers to develop plans that meet child's needs. Parents encourage and support them to study. Parents can collaborate with teachers, administrators and staff to develop and implement inclusive education plan including Individualised Education Plan (IEP). Parents take extra time and effort to teach their children .Parents can support their children in developing positive relationship with peers and parents can participate in school activities and events. Create a classroom where everyone feels valued and supported and also parent-teacher frequent discussion on student improvement. By repetition of lessons they will understand what is being taught and also increase more interactive learning with other students. Praise and reward progress to boost confidence, offer different ways to learn like hands on activities or visuals. Give training on money concept, behaviour and social interaction. There is a tendency of being ignored by other children; by giving awareness classes in the beginning other children's can be supportive. If

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funding is given by the government it would be more helpful. Training is given in vacation time for teachers, to learn how to teach all students and also classrooms are designed for children with different needs. Provide ramps, elevators and adaptive technology and accessible bathroom for students and also teacher collaborate with parents to know about children's progress. Offer training and support to teachers and staff to enhance their knowledge and skills in inclusive education. Ensure that classrooms, facilities and materials are accessible to all students, including differently abled children. Take proactive steps to prevent bullying and discrimination in the classroom. Include more innovative method for teaching like music therapy in the classroom. Set a clear expectation for behaviour, academic performance and participation and provide regular feedback and encouragement to help students to succeed.

For inclusive education to be successful, collaboration of school administrators, government officials, education agencies, policy makers, school staffs, special educators and parents is needed. For an inclusive education to be successful help is needed from head of the school to fellow students and also there will be collaboration takes place between parents and teachers.

Implementing these recommendations can significantly enhance the inclusive learning environment, ensuring that all students have equal opportunities to thrive academically and socially. By prioritizing special educator support and resources, curriculum adaptation, fostering a supportive learning environment, and promoting awareness and accessibility, inclusive education can be effectively implemented to benefit all students, irrespective of their abilities or backgrounds.

In a study conducted by Gokhan (2022) found that Education administrators suggest supporting teachers in inclusive education, providing practical and in-service training, and providing guidance to ensure social acceptance. They also suggest addressing social issues and providing recommendations for improvement.

The results indicate that there are both benefits and challenges associated with inclusive education from the perspectives of parents and teachers. The benefits include improved social interaction, increased confidence, and emotional stability among students. However, there are also significant challenges such as academic struggle and resource deficiencies. The recommendations suggest potential avenues for improvement, including better support for special educators, personalized learning plans, creating a more supportive and accessible learning environment. Overall, the results highlight the complex nature of inclusive education and the need for targeted efforts to address its challenges and enhance its benefits.

Major Findings

Enhanced Social Interaction and Acceptance

- Students in inclusive settings experienced improved social interaction and felt more accepted and included. This promoted a sense of belonging and reduced feelings of isolation among students. The inclusive environment fostered positive social relationships and interactions among students of diverse backgrounds.

Increased Confidence and Emotional Stability:

- Participants noted a significant increase in students' confidence levels. Emotional stability improved, with students experiencing fewer sudden emotional changes and

reduced anger. Students developed better emotional regulation and coping skills, leading to decreased exam anxiety and improved overall emotional well-being.

Challenges in Implementation:

- Difficulties were observed in adapting to diverse learning styles, posing challenges for both students and educators.
- Limited resources and support were identified as barriers to effective implementation of inclusive education practices.
- Importance of Promoting Inclusive Education; Despite challenges, participants emphasized the importance of promoting inclusive education practices.

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