The Influence of Inclusive Educational Practices on the Academic Behavior of Students at Secondary Level

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Abstract:

Students come from different backgrounds with diversified needs to get an education in educational institutions that significantly influence their academic behavior and overall academic achievement. This diversity is much more evident in secondary schools where students get education for getting entry into the institutions of higher education. Therefore, the study aimed to investigate the influence of inclusive educational practices on students' academic behavior at the secondary level. The study's objectives were to examine the provision of inclusive educational courses at the secondary level, find out students' academic behavior, and measure inclusive educational practices' influence on students' academic behavior. The study population was 1264 secondary school teachers in District Swat, and the sample was 200 participants selected with simple random sampling. The data were collected with a self-developed, validated, and reliable questionnaire and analyzed with mean, standard deviation, chi-square, and Linear regression. The study found inclusive educational practices in secondary schools where teachers develop students' aims in life; focus on their overall personality development, respect for the diversity of students, give equal opportunities for curricular and co-curricular activities, help in developing a positive image of self and society, give positive feedback on students' work and provide praise and rewards on the good performance of students. Found the positive academic behavior off as students have interest in academic activities, take responsibility for their learning, have maximum participation in classroom activities, work hard for academic success, complete assignments well in time, accept the challenge of academic competition and have an eagerness for scoring high in exams. The study found the significant influence of inclusive educational practices on students' academic behavior at the secondary level.

Keywords:

Influence, inclusive, educational courses, Secondary level

Introduction

Inclusive education provides equal quality education to all the school students without discrimination and equal opportunities for participation in all academic activities. It is creating educational practices in schools based on techniques and procedures for satisfying the diversifying educational needs of students (Avissar, Reiter & Leyser, 2003). To develop inclusive educational practices, there is the need to create a friendly, conducive, and favorable learning environment that is favorable for all the students. These inclusive education practices are provided with keeping students' diversity in mind and integrating multiple teaching strategies, individualized attention, and information and communication technologies (Lancaster, 2014).

Winzer and Mazurek (2017) found that educational institutions that believe in inclusive practices work to better all the students who come to get an education. Similarly, Weber and Ruch (2012) also found that schools that work for the adjustment of their overall educational activities to meet the needs of their individual students show students' positive academic behavior. Similarly, Bundler (2015) found that school that uses inclusive

practices treat their students with equality. In a study about inclusive educational practices, Hughes (2015) identified that inclusive educational practices demand the accommodation of the difference or diversity of the learners in educational institutions. Similarly, Bell and Stevenson (2015) highlighted that inclusive academic schools provide equal educational opportunities for children and develop them academically.

Regarding the influence of inclusive educational practices on students' academic behavior, Banham (2018) found that inclusive educational practices in secondary schools significantly influence students' academic behavior. Schools, where inclusive educational practices are provided give respect to the diversity of students. Similar findings were also reported by Cheung (2012), demonstrated that inclusive practices make students responsible, and they continually work for better academic achievement. Schools with inclusive practices work to provide equal educational opportunities and deal with students according to their needs and demands for their maximum potential development and making them responsible for their learning. Similarly, Fullan (2015) found that inclusive schools develop a school culture to remove obstacles in learning to their students. Carrington et al. (2017) demonstrated that the quality of inclusion in educational institutions is determined by the students' quality of access, retention, participation, and achievement.

Inclusive educational practices influence the very rules, principles, nature, and function of education and determine the purposes of education, curricula, and overall teaching methods to satisfy students' diversified needs. The manner and how the school accommodates students' different needs assess the school's quality of education (UNESCO, 2015). Schools with inclusive educational practices are equitable and productive for learners. They formulate various strategies and procedures for creating inclusive objectives, staff continuous professional development, assessment and evaluation, and upgrading curricula to accommodate their students' diversified needs (McLeskey & Waldron, 2015).

For the effective implementation of inclusive educational practices, there is the need for policy formulation, provision of material and human resources, quality trained staff, diversified curricula, and efficient leadership (Florian et al., 2017). To provide inclusive educational practices, there is the need for proper infrastructure, trained and qualified teachers, and effective leadership (Kumari & Raj, 2016). Booth and Ainscow (2011) developed an index for assessing the inclusive educational practices in a school comprised of school culture, planning for students' equal participation, and human relationships. The incorporation of positive school culture, sound policy, and human relationships develop students' academic behavior. Loreman et al. (2014) identified that inclusive educational action makes the students serious and shows the quality literary output. Learners come to school from diverse backgrounds, and therefore, they have various needs. Hence schools need to satisfy those needs. The infrastructure, teaching staff, and various school activities influence students' academic behavior and make them academically responsible (Hendricks, 2016).

There is a growing demand for inclusive educational practices in secondary schools to accommodate students' diversified needs as having positive influences on students' academic behavior. Keeping in view the current inclusive educational practices in secondary schools, the researchers investigated the effect of inclusive educational practices on students' academic behavior at the secondary level.

Methodology
Population Sample and Sampling
The population of the study comprised of 1264 teachers of secondary schools from the Swat district of Khyber Pakhtunkhwa, Pakistan. The researchers selected 200 teachers from the population with simple random sampling for the gathering of data.

Instrumentation
A questionnaire was developed for gathering information regarding the influence of inclusive educational practices on academic behavior of secondary school students. The tool was validated, and piloting was made for reliability. The reliability was 0.813.

Data collection and analysis
Data were gathered with self-administered questionnaires from respondents. The data were analyzed with ca mean scores, standard deviations, chi-square test, and linear regression by applying SPSS.

Results and Discussion
Table 1 Inclusive Educational Practices at Secondary Level

Statements	N	Mean	S. D	χ^2	P
Development of aim in life	200	2.5450	.86645	129.130	.000
Focus on overall personality development	200	2.5850	.85052	145.390	.000

	N	Mean	S.D	χ^2	P
Respect for diversity of students	200	2.6104	.76867	189.070	.000
Provision of equal opportunities in classrooms	200	2.6005	.77004	180.250	.000
Equal participation in co-curricular activities	200	2.5550	.80637	167.230	.000
Participation on turns in classroom activities	200	2.5450	.81319	163.930	.000
Developing positive image of self and society	200	2.7650	.60962	250.390	.000
Guidance for overcoming academic difficulties	200	2.7800	.59445	259.960	.000
Provision of positive feedback	200	2.7103	.66188	218.470	.000
Identification of areas for improvement	200	2.6100	.75548	178.870	.000
Praise and reward for good performance	200	2.7250	.65691	232.510	.000
Cumulative	200	28.8300	2.53639	122.140	.000

Table 1 highlights the inclusive educational practices in secondary schools. The mean score of 2.5450and standard deviation of .86645 provides that participants agree that teachers develop students' aims in life. The responses are not scattered.

The mean score of 2.5850 and standard deviation of .85052 provide that participants agree that teachers focus on students' overall personality development. The responses are not scattered.

The mean score of 2.6104 and standard deviation of .76867 provide that participants agree that teachers respect students' diversity. The reactions are not scattered.

The mean score of 2.6005 and standard deviation of .77004 provide that participants agree that teachers offer equal opportunities for students in classrooms. The responses are not scattered.

The mean score of 2.5550 and standard deviation of .80637 provide that participants agree that teachers provide equal participation opportunities in co-curricular activities. The responses are not scattered.

The mean score of 2.5450 and standard deviation of .81319 provide that participants agree that teachers ensure on turns participation in classroom activities. The responses are not scattered.

The mean score of 2.7650 and standard deviation of .60962 provide that participants agree that teachers help students develop a positive image of self and society. The responses are not scattered.

The mean score of 2.7800 and standard deviation of .59445 provide that participants agree that teachers provide positive feedback on students' work. The responses are not scattered.

The mean score of 2.6100 and standard deviation of .755485 provides that participants agree that teachers help students identify areas for improvement. The reactions are not scattered.

The mean score of 2.7250 and standard deviation of .65691 provide that participants agree that teachers offer praise and rewards for students' good performance. The responses are not scattered.

The cumulative mean score of 28.8300 and standard deviation of 2.53639 demonstrates that teachers at the secondary level provide inclusive educational practices to their students. On applying the chi-square test of significance, the findings are statistically significant.

Table 2 Academic Behavior of Students at Secondary Level

Statements	N	Mean	S. D	χ^2	P
Interest in academic activities	200	2.7300	.64745	233.120	.000
Taking responsibility for their own learning	200	2.6900	.67541	205.240	.000
Maximum participation in classroom activities	200	2.5550	.80637	167.230	.000
Working hard for academic success	200	2.7650	.60962	250.390	.000
Completion of assignments well in time	200	2.6140	.75548	178.870	.000

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Accepting challenge of academic competition	200	2.6050	.77004	180.250	.000
Eagerness for scoring high in exams	200	2.7130	.66188	218.470	.000
Cumulative	200	18.6600	1.99356	154.500	.000

Table 2 presents the academic behavior of students at the secondary level. The mean score of 2.7300 and standard deviation of .64745 provide that participants agree that students are interested in educational activities. The responses are not scattered.

The mean score of 2.6900 and standard deviation of .67541 provide that participants agree that students take responsibility for their learning. The reactions are not scattered.

The mean score of 2.5550 and standard deviation of .80637 provide that participants agree that students have maximum participation in classroom activities. The responses are not scattered.

The mean score of 2.7650 and standard deviation of .60962 provide that participants agree that students work hard for academic success. The reactions are not scattered.

The mean score of 2.6140 and standard deviation of .75548 provide that participants agree that students complete assignments well in time. The responses are not scattered.

The mean score of 2.6050 and standard deviation of .77004 provide that participants agree that students accept the challenge of academic competition. The reactions are not scattered.

The mean score of 2.7130 and standard deviation of .66188 provide that participants agree that students are eager to score high in exams. The responses are not scattered.

The cumulative mean score of 18.6600 identifies that teachers agree that students show positive academic behavior at secondary schools. The application of the chi-square test shows the findings as statistically significant.

Table 3

Influence of Inclusive Educational Practices on Academic behavior of Students

Variables	R	r^2	Sig
Inclusive Practices	.594		.000
Academic Behavior		.353	

Table 3 demonstrates the influence of Inclusive educational practices on students' academic behavior at the secondary level. The co-efficiency of correlation between Inclusive educational practices and students' academic behavior is .594, and the value of r square is .353 which is significant having less value than .05. It highlights that inclusive educational practices at the secondary level significantly influence students' academic behavior at the secondary level.

Discussion

The study investigated inclusive educational practices to students at the secondary level and found that teachers in secondary schools provided inclusive educational practices to students in secondary schools. Teachers develop students' aims in life; focus on the overall personality development of students, provide respect for the diversity of students, give equal opportunities to students in classrooms, provide opportunities of equal participation in co-curricular activities, ensure on turns participation in classroom activities, help in developing a positive image of self and society, provide positive feedback on students' work, assist in the identification of areas for improvement and provide praise and rewards on the excellent performance of students. The study findings are in line with the study of Winzer and Mazurek (2017) who found that educational institutions that believe in inclusive practices work to better all the students who come to get an education. Similarly, Weber and Ruch (2012) also found that schools that work for the adjustment of their overall educational activities to meet the needs of their individual students show students' positive academic behavior. Similarly, Bundler (2015) found that school that uses inclusive practices treat their students with equality. Such findings were also reported by Hughes (2015), who identified that inclusive educational practices demand the accommodation of the difference or diversity of the learners in educational institutions.

Given the academic behavior of students at the secondary level, the study brought forward that students have an interest in educational activities, take responsibility for their learning, have maximum participation in classroom activities, work hard for academic success, complete assignments well in time, accept the challenge of academic competition and have an eagerness for scoring high in exams. Regarding students' academic behavior, Hughes (2015) identified that inclusive educational practices demand the accommodation of the difference or diversity of the learners in educational institutions and have a positive influence on students'

academic behavior. Similarly, Bell and Stevenson (2015) highlighted that inclusive educational schools provide equal educational opportunities for children and develop them academically.

Regarding the influence of inclusive educational practices on students' academic behavior, the study found that inclusive educational practices in secondary schools significantly influence students' academic behavior. Schools where inclusive educational practices are provided, give respect to the diversity of students. Similar findings were also reported by Cheung (2012), demonstrated that inclusive practices make students responsible, and they continually work for better academic achievement. Schools with inclusive practices work to provide equal educational opportunities and deal with students according to their needs and demands for their maximum potential development and making them responsible for their learning. Similarly, Fullan (2015) found that inclusive schools develop a school culture to remove obstacles in the way of learning to their students. Again, Carrington et al. (2017) demonstrated that the quality of inclusion in educational institutions is determined by the students' quality of access, retention, participation, and achievement.

Conclusion

The study's first objective was to investigate the provision of inclusive educational practices at the secondary level. The study examined the condition of inclusive educational practices to students at the secondary level and found that teachers in secondary schools provided inclusive educational practices to students in secondary schools. Teachers develop students' aims in life; focus on the overall personality development of students, provide respect for the diversity of students, give equal opportunities to students in classrooms, provide opportunities of equal participation in co-curricular activities, ensure on turns participation in classroom activities, help in developing a positive image of self and society, provide positive feedback on students' work, assist in the identification of areas for improvement and provide praise and rewards on the excellent performance of students.

The second objective of the study was to measure students' academic behavior at the secondary level. The study demonstrated that students are interested in educational activities, take responsibility for their learning, have maximum participation in classroom activities, work hard for academic success, complete assignments well in time, accept the challenge of academic competition, and have an eagerness for scoring high in exams.

The third objective of the study was to measure inclusive educational practices' influence on students' academic behavior at the secondary level. The study found that inclusive educational practices significantly influence students' academic conduct at the secondary level.

Recommendations

The researchers made the following recommendations in the light of the objectives and findings of the study:

1.   There may be the training of teachers for the development of inclusive educational practices at the secondary level.

2.   There may be surveys for the diversified need analysis of students at the secondary schools level, and measures may be adopted for the satisfaction of these needs.

3.   The authorities may provide logistic and human resources to secondary schools to satisfy the variety of secondary schools' conditions.

4.   Similar studies may be conducted on the provision of inclusive practices at the Elementary and university level.

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