The Need to Develop Inclusive Education in China: A Literature Review

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Abstract

Purpose: The discourse around inclusive education has garnered significant attention within the global education industry. The educational landscape for children with disabilities has undergone a transformation, transitioning from the practice of segregating them in inclusive education to embracing their inclusion within general education schools and classrooms. By reviewing the development of inclusive education as well as the development of China’s education system and inclusive education, this study finds the problems of inclusive education in China and the necessity of developing inclusive education in China.

Theoretical framework: Inclusive education is designed in a number of areas such as the improvement of the educational system, educational management, teacher performance, and teacher identity. Therefore, this study will also be related to human capital theory, identity theory, and SLR theory.

Design/Methodology/Approach: The research methodology was divided into three stages. The first step was to collect and review existing literature and studies. Secondly, the literature was categorised and reviewed separately. The third step is to analyse and draw conclusions. This stage includes a detailed description of the research questions and the conclusions drawn.

Findings: Inclusive education is a global concern, as it is in China. Although China’s education system has made significant progress in recent decades, the development of inclusive education remains imperfect, and the Chinese government still needs to formulate policies to promote inclusive education.

Research, practical & social implications: This study focuses entirely on analyzing the development of inclusive education in China while filling a gap in the systematic review of inclusive education in China. As China’s education system continues to improve, it is crucial to study the development of inclusive education in China. Addressing this issue will help China build a more complete education system.

Originality/Value: The results of this study are expected to serve as a reference for Chinese scholars studying inclusive education. In response to the results of this paper, the follow-up effects include further research based on this. In particular, the issue of educational management of inclusive education is also an area where this study may have an impact. This study is also expected to become formalised discussion material for the field of university, and in particular, educational management research.

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A NECESSIDADE DE DESENVOLVER A EDUCAÇÃO INCLUSIVA NA CHINA: UMA REVISÃO DA LITERATURA

RESUMO

Objectivo: O discurso em torno da educação inclusiva tem atraído uma atenção significativa na indústria da educação global. O panorama educacional para crianças com deficiência passou por uma transformação, passando da prática de segregá-las na educação inclusiva para abraçar a sua inclusão nas escolas e salas de aula do ensino geral. Ao rever o desenvolvimento da educação inclusiva, bem como o desenvolvimento do sistema educativo da China e educação inclusiva, este estudo encontra os problemas da educação inclusiva na China e a necessidade de desenvolver a educação inclusiva na China.

Enquadramento teórico: A educação inclusiva é concebida em diversas áreas, como a melhoria do sistema educativo, a gestão educativa, o desempenho docente e a identidade docente. Portanto, este estudo também estará relacionado à teoria do capital humano, à teoria da identidade e à teoria da RSL.

Desenho/Metodologia/Abordagem: A metodologia da pesquisa foi dividida em três etapas. A primeira etapa foi coletar e revisar a literatura e os estudos existentes. Em segundo lugar, a literatura foi categorizada e revisada separadamente. O terceiro passo é analisar e tirar conclusões. Esta etapa inclui uma descrição detalhada das questões de pesquisa e das conclusões tiradas.

Constatações: A educação inclusiva é uma preocupação global, tal como o é na China. Embora o sistema educativo da China tenha feito progressos significativos nas últimas décadas, o desenvolvimento da educação inclusiva continua imperfeito e o governo chinês ainda precisa de formular políticas para promover a educação inclusiva.

Implicações de investigação, práticas e sociais: Este estudo centra-se inteiramente na análise do desenvolvimento da educação inclusiva na China, ao mesmo tempo que preenche uma lacuna na revisão sistemática da educação inclusiva na China. À medida que o sistema educativo da China continua a melhorar, é crucial estudar o desenvolvimento da educação inclusiva na China. A resolução desta questão ajudará a China a construir um sistema educativo mais completo.

Originalidade/Valor: Espera-se que os resultados deste estudo sirvam de referência para estudiosos chineses que estudam educação inclusiva. Em resposta aos resultados deste artigo, os efeitos de acompanhamento incluem mais pesquisas baseadas nisso. Em particular, a questão da gestão educacional da educação inclusiva é também uma área onde este estudo pode ter impacto. Espera-se também que este estudo se torne um material de discussão formalizado para o campo universitário e, em particular, para a pesquisa em gestão educacional.

Palavras-chave: desempenho em educação inclusiva, desempenho docente, China.

1 INTRODUCTION

The discourse around inclusive education has garnered significant attention within
the global education industry. The educational landscape for children with disabilities has undergone a transformation, transitioning from the practise of segregating them in inclusive education to embracing their inclusion within general education schools and classrooms (Ainscow & Booth, 1998). The pursuit of attaining Education for All (EFA) by 2015 has prompted a concentrated effort to examine the obstacles that hinder marginalised populations from accessing primary education (United Nations Education, Science and Cultural Organisation, 2010). The United Nations Convention on the Rights of Persons with Disabilities was ratified in May 2008, and as of September 2009, it has been signed by 142 governments. Article 24 of the convention mandates that these signatories are responsible for establishing an education system that is inclusive at all levels. The agreement acknowledges the global disparity in educational offerings and mandates that governments must ensure the provision of comprehensive, high-quality, and cost-free primary and secondary education to all individuals in their respective communities, without discrimination (United Nations Organisation, 2006). Based on data from the World Health Organisation (2005), it is estimated that over 10% of the global population has a handicap, with the majority of individuals, around 80%, residing in poor nations. The inclusion of individuals with disabilities into society has been a focal point of the worldwide disability movement from the mid-twentieth century (Li & Li, 2023; Ainscow, Booth and Dyson 2022). According to Norah and Tony (2002), the concept of Inclusive education gained traction in the mid-1960s due to a larger societal movement advocating for normalisation. The primary justification for inclusive education is grounded on the core principles of human rights (Ainscow & Cesar, 2023; Fuet. Al., 2023).

As individuals with disabilities began to question and confront the stigmatising and restrictive aspects of segregated schooling, they expressed their frustration and discontent. Consequently, concerns around equitable access to education and opportunities gathered momentum, leading to a greater focus on integration. The influence exerted by disability and parental advocacy organisations in the realm of politics initiated a transformation in societal attitudes, eventually leading to legislative reforms in the field of education. Educators were progressively investigating strategies to facilitate the integration of historically segregated populations into mainstream educational institutions. Scholars also begun emphasising the observation that the inclusive education system tended to disproportionately enrol students from racial minority backgrounds and socially disadvantaged groups (Ainscow & Miles, 2023; Xie, Deng & Ma, 2023). Aitken and

Marshall (2022), posits that the centre for studies in inclusive education offers an additional perspective on inclusive education. This is due to the inclusive educational approach where students, regardless of their impairments or problems, are educated together in mainstream school settings with appropriate support systems in place. Inclusion refers to the facilitation of comprehensive participation of all students within mainstream environments, regardless of their individual requirements. There are several approaches to accomplishing this objective, and the design of an inclusive schedule may vary for each individual student (Alborno & Gaad, 2022). The role of teachers in promoting successful inclusion has been widely examined in much research. The use of certain strategies has been recognised as beneficial for promoting the successful inclusion of children with inclusive educational needs. These strategies include scaffolding, modelling, contingency management, and other instructional approaches that have shown to be helpful, such as feedback (Liu, 2023; Allan, 2023; Poehner & Lantolf, 2023). The attitude of the instructor plays a crucial role in determining the level of success achieved in the implementation of inclusion. According to An, Hu and Horn, (2023) and Yuan and Ding, (2023), the primary determinant for achieving effective inclusion is the teacher's knowledge and expertise. Many educators who adhere to traditional teaching methods have significant concerns over the practicality of implementing inclusive education in real-world settings. The Education for All Handicapped Act of 1975, also known as PL94-142, was enacted in the United States. This legislation introduced the concept of "Zero reject" or entitlement, which mandated that all individuals have the right to receive public education in the least restrictive environment (LRE). PL 94-142 required the provision of a free appropriate public education to all children with disabilities, regardless of the extent of their disabilities. Subsequently, parents of children exhibiting substantial cognitive deficits started voicing their discontent with the perceived lack of integration in their children's educational settings. The children were now eligible to attend public schools, however, they were placed in schools where they interacted with typically developing students or were segregated in a different section of a larger school, thus lacking a sense of integration into the broader school community (Yu, Du & Zhou, 2023). Parents initiated legal proceedings in order to advocate for their children's entitlement to inclusive education alongside their peers. The United States Department of Education, via its Regular Education Initiative (REI), has encouraged collaboration between general education and inclusive education instructors in order to provide comprehensive
education for all students (Armstrong, Armstrong & Spandagou, 2023).

The inception of this project resulted in the emergence of the inclusive education movement (Friend, 2008; UNESCO, 1994). The Education for Handicapped Children Act of 1970 in Britain abolished the legal distinction between those who were deemed capable of receiving education within a school setting and those who were not. According to Armstrong, Bao, (2023) and Armstrong and Spandagou, (2022), there was an observed increase in the enrolment of children with impairments during this enactment. The implementation of inclusive education policy in Asean countries is a recent development within the subject of education. Considerable attention has been directed into policy alternatives ranging from integration to the establishment of inclusive educational institutions that cater to the needs of all children within a specific community. Research in China is in the forefront of implementing a teacher performance pay system aimed at facilitating the integration of students with disabilities into mainstream educational settings, hence advancing the goal of inclusive education. Despite the existence of the inclusive education idea for over a decade, the philosophy had not been fully adopted in the field of inclusive education in China until relatively recently (Hong & Li, 2023; Ainscow, Booth & Dyson, 2022; Aitken & Marshall, 2023; Allan, 2023). In the educational setting of China, it is ensured that all children possess the right to inclusive education, irrespective of whatever inclusive education or disabilities they may have. Initially, the inclusive education movement largely focused on those with impairments and learning challenges. This notion is evident in several scholarly works and legislative texts (Wang, Lee & Hoque, 2023; Babbie, 2022). The authors highlighted that inclusive education include the consideration of students' rights as well as the necessary adaptations to educational institutions in order to effectively cater to a wide range of learners. The statement underscores the need of providing equitable opportunity for students with disabilities or inclusive education to participate in the school system, ideally within a mainstream setting.

The policy framework of the China government has officially recognised and recorded the implementation of inclusive education. It has set a provisional target to ensure that by the year 2015, every school would have at least one inclusive education (SNE) unit. The successful implementation of inclusive education requires careful attention to several aspects, including policy considerations, reform of laws, allocation of financial resources, availability of human resources, provision of infrastructural resources,
The inquiry pertains to the feasibility of implementing this initiative within a nation characterised by limited material resources, since the process of inclusion necessitates modifications to existing structures to accommodate the diverse demands of learners (Ma, Zhang & Luo, 2023; Baskind, 2023). Despite the fact that inclusion is a prominent focal point in government policy, there has been a contentious discussion on the feasibility of inclusive education, mostly owing to the diverse classifications of impairments and the varied degrees of severity associated with them (Booth, 1996; Booth, 2011). The successful implementation of inclusive education is hindered by a number of significant problems, including insufficient resources, unfavourable attitudes, and beliefs towards students with disabilities, and inflexible school curricula (Wang et.al., 2023; Chen & Wang, 2022; Ainscow, Booth & Dyson, 2022). It is important to acknowledge that the justification for inclusion is derived from its perceived advantages for those with disabilities as well as those without disabilities (Wang, 2023; Khine et.al., 2023; Alborno & Gaad, 2022; Chen, 2020; Chen et. Al., 2019). In reality, the concept of inclusion may be seen as a problem of equality. It asserts that educational institutions that use an inclusive approach are the most successful in addressing discriminatory attitudes, fostering inclusive communities, promoting societal inclusivity, and attaining the goal of Education for All (EFA). Notwithstanding this recognition and the existence of a well-developed policy framework, it is imperative to conduct a situational analysis in order to get an accurate depiction of the current conditions on the field. In order to enhance the efficacy of inclusive education implementation in China, the consideration of certain indicators is crucial.

2 RESEARCH METHODOLOGY

This study focuses entirely on analyzing the development of inclusive education in China while filling a gap in the systematic review of inclusive education in China. As China's education system continues to improve, it is crucial to study the development of inclusive education in China. Addressing this issue will help China build a more complete education system.

In addition, analyzing inclusive education in China helps to make recommendations to ensure better development of inclusive education in education. As stated by Moreno et al. (2018), SLR allows researchers to refresh their recollection of existing studies and articles related to the topic at hand and enables them to build a
collated collection of literature using a variety of methods to assess the same topic, which is the focus of this study. With all the knowledge gathered from different literature sources, it was necessary to start screening each finding to include or exclude different literature by using specific criteria and research questions to help us recall the exact knowledge needed for this study through Scopus, ScienceDirect, ProQuest, IEEE Xplore, and the ACM Digital Library. In addition, with the help of keywords, search filters, and criteria, SLR can focus more on specific findings and, therefore, analyze the results more accurately.

With the research question already established, we needed to look through the journal databases selected for this study with the help of a series of keywords that would help gather enough information while keeping the research within the same field (in this case, the educational field). We also had to remember that the information had to be relevant for later analysis. For this research, the series of keywords used to filter the search results in each of the different journal databases selected were the following:

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(“Education system in China) AND (“China inclusive educator”) AND (“Inclusive Education” OR “Inclusive Education Performance”))
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### 3 RESULTS AND DISCUSSION

#### 3.1 INCLUSION EDUCATION

In recent times, there has been a notable surge in inter-country interactions, which serves to strengthen the prevailing trend of globalisation encompassing several domains such as business, industry, technology, and education. The United Nations Educational, Scientific, and Cultural Organisation (UNESCO) is actively engaged in promoting for education from a critical viewpoint. In recent decades, there has been a growing worldwide concern over inclusive education (Johnstone et. al., 2023; Liu, Nam & Yang, 2023; Lee, Lou & Wang, 2023; Wang & Holland, 2023). Prior to the formalisation of the phrase "inclusive education," many nations, like the UK, USA, and China, exhibited comparable perspectives and implementation of inclusive educational policies. Additionally, international organisations have had a significant impact on the advancement of inclusive education on a global scale. The Salamanca Statement, which was released by UNESCO in 1994, is widely regarded as the seminal document that laid the foundation for inclusive education within this particular domain (Johnstone et. al., 2023; Liu, Nam & Yang, 2023; Wang & Feng, 2023; Liu, 2023, Feng, 2023). The
Salamanca Statement emphasises that education is a basic right that should be accessible to all children, irrespective of their race, gender, disabilities, or any other social or cultural origins. The concept of Education for All (EFA) emerged throughout the late 1980s and early 1990s, grounded on the principles of human rights and a firm stance against educational inequality. The global community has increasingly recognised the need of addressing the essential educational requirements of marginalised populations who have historically been overlooked (Li, 2022). Peng (2023) assert that inclusion in education is widely acknowledged as a fundamental human right and serves as the cornerstone for fostering a fair and equitable society (Kovačević & Radovanovic, 2023; Johnstone et. al., 2023). Based on the Salamanca Statement and pertinent research on inclusive education, it is imperative that human rights serve as the fundamental cornerstone of inclusive education. According to Booth (2021), the narrative of inclusive education does not just pertain to a distinct educational approach, but rather encompasses the historical experiences of marginalised groups such as those based on gender, ethnicity, poverty, and other vulnerable categories.

The civil rights movement in America during the 1950s is often seen as a significant catalyst for the development of inclusive education. However, it is important to acknowledge that efforts towards achieving equality and freedom had previously been undertaken in the Western world throughout the Renaissance and the Enlightenment (Kovačević & Radovanovic, 2023; Johnstone et. al., 2023; Liu, Nam & Yang, 2023; Chen & Wang, 2023). According to Chen, Su, Zheng, and Li, (2019), many paragraphs of the United Nations Universal Declaration of Human Rights assert the principle of equality and freedom for all individuals, regardless of factors such as gender, religion, political stance, and other relevant considerations. Article 26 of the Universal Declaration of Human Rights stipulates that every individual has the inherent right to receive an education, which should be both freely accessible and mandatory throughout the foundational phase. According to Peng (2023) and Feng (2023), it is said that the fundamental goals of education include the comprehensive development of the person, the promotion of human rights, and the cultivation of an appreciation for diversity. Therefore, both the Declaration of Human Rights and the Salamanca Statement have underscored the significance of education for all individuals, emphasising the need for nations to prioritise the attainment of equality in terms of opportunities, respect, and rights. Education is a transformative tool that has the potential to improve one's life and should
not be limited to a select few. The use of this approach has the potential to provide favourable prospects for people and foster a sense of cohesion within society via the facilitation of enhanced comprehension and the mitigation of alienation. Inclusive education is widely regarded as a fundamental approach in the pursuit of Education for All (EFA), as outlined by Cheng (2021), and has through many stages of development. If a society's fundamental structure is built around social standing, the allocation of education would be divided into several categories depending on the people's socioeconomic class. This phenomenon is anticipated to result in a widening of the gap in societal disparities, with those with disabilities being disproportionately impacted.

Historically, children with disabilities had a marginalised position within society, sometimes lacking access to educational opportunities. However, a significant turning point occurred in the 18th century with the establishment of the first school for the blind in Paris (Kausik & Hussain, 2023; Clarke & Braun, 2021). During this particular era, the predominant feature of schooling was segregation. Nevertheless, this perspective may be seen as an advancement in the realm of education, since it provided disadvantaged populations with at least some access to educational opportunities, despite the inherent inequities in the learning environment, curriculum, and instructional resources. Humanity has persistently engaged in combatting instances of injustice, such as segregation, with the American anti-racist movement serving as a prominent example. This effort ultimately achieved the attainment of equal rights for the black community. Not only did it address the issues surrounding the rights of African Americans, but it also served as a catalyst for inspiring citizens, particularly those from marginalised communities, to advocate for their own rights.

According to Wang, Zhang, and Wang, (2023), the emergence of the mainstreaming approach may be attributed to the influence of a social movement that was prevalent at that period. Mainstreaming, as a concept, was introduced and implemented throughout the 1970s. A pivotal milestone in this regard was the enactment of the United States Law 94-142, which served as an important symbol and catalyst for the advancement of inclusive education for children with disabilities. This legislation aimed to foster diverse perspectives and approaches in the educational system to better accommodate and support challenged children. Although the inclusion of impaired children in conventional schools has become more prevalent, ensuring the provision of high-quality education remains challenging. Moreover, it is important to acknowledge that many forms of discrimination
based on gender, ethnicity, sexuality, and disability persist in society and cannot be effectively addressed just via the process of mainstreaming (Kovačević & Radovanovic, 2023; Kausik & Hussain, 2023). The World Conference on Inclusive education: Access and Quality in 1994 saw the participation of delegates from 92 states and 25 international organisations, who convened to explore viable solutions for the successful implementation of Education for All (EFA) (UNESCO, 1994).

The Salamanca Statement, a significant conceptual framework, presented a number of ideas pertaining to the advancement of inclusive education. First and foremost, it serves to strengthen the belief that education is a fundamental entitlement for every kid. Furthermore, it is essential to acknowledge and acknowledge that each person has distinct educational requirements, capabilities, and areas of interest. Furthermore, it is essential that education be structured in a manner that caters to the diverse requirements of children. Furthermore, it asserts that children who have inclusive education should be given an equitable opportunity to enrol in mainstream educational institutions, with these institutions making reasonable efforts to accommodate their specific needs to the greatest extent feasible. The final objective entails the mitigation of discriminatory practices, the cultivation of an inclusive societal framework, and the attainment of Education for All (Kausik & Hussain, 2023; Wellington, 2021). The development of Education for All (EFA) is a significant achievement, since it not only asserts the basic right of every child to receive education tailored to their diverse needs, but also calls for international bodies and countries to fulfil their respective obligations in this regard. For example, by adhering to these principles, governments have the capacity to implement a priority strategy that involves allocating a larger portion of the budget towards promoting the education system, with a specific focus on regular schools, in order to maximise the enrolment of all students. In addition, it is imperative for international organisations, such as UNESCO, to engage in collaborative efforts with governments and provide essential assistance (Williamson, 2021).

3.2 INCLUSIVE EDUCATION IN CHINA

The prevalent concerns in education throughout ancient times. Confucianism has had a profound impact on Chinese education over an extensive period of time, spanning thousands of years. A number of Chinese academics contend that some concepts espoused by Confucius may have relevance to the notion of inclusive education. An illustrative
instance was the establishment of a private school by Confucius, which resulted in the disruption of the prevailing educational monopoly held by the government and nobles. The man had the belief that education was accessible to everyone, thereby resulting in the enrolment of students from diverse geographical and socioeconomic backgrounds in his privately-run educational institution. In contrast to inclusive education, Confucius advocated for a more exclusive approach, whereby education was primarily available to the minority to majority (Kovačević & Radovanovic, 2023; Asongu, Diop & Addis, 2023; Wu, 2023). Additionally, he emphasised the need of tailoring educational material to individual needs, rather than providing a standardised curriculum for everyone. While the notions that education should not be categorised and that student nurturing should consider individual traits have resemblance to inclusive education, they do not fully eliminate the influence of feudalism. According to Xiao, (2023), Confucius placed significant importance on the concept of respect for authority and the establishment of specified social statuses for various groups of individuals (p.59). It is believed that Confucius' educational beliefs prioritise the service of those in positions of official power, rather than focusing primarily on the education of the general public. The exclusion of individuals from low-income backgrounds from education may be attributed to the establishment of education systems based on social hierarchy. Despite the provision of education to those living in poverty, the level of education experienced by this demographic was much worse in comparison to that received by the upper class (Kovačević & Radovanovic, 2023; Asongu, Diop & Addis, 2023). In addition to the exclusion resulting from socioeconomic class, it is worth noting that gender discrimination has also been a significant kind of exclusivity in the historical context of global education. In the context of Chinese history, the topic of "education for women" often elicits associations of unfairness and discrimination.

According to Xu (2022), historical records indicate that under the Xia, Shang, and Zhou Dynasties, which spanned from around 2000 BC, access to formal education was limited exclusively to males. Women during this period were mostly educated inside the confines of their homes. According to Xiong's (2023) extensive argumentation, females were systematically barred from school education, resulting in their inferior social position compared to males. Confucius's potential effect on this topic stems from the teachings found in the Analects, which suggest that educating females presents a challenge due to prevailing biases against them. These biases perpetuate the notion that
females possess inferior intellectual capacities compared to males, hence impeding their ability to engage in learning. Despite facing unequal educational circumstances, several Chinese women, such as Cai Wenji and Li QingZhao, have managed to attain achievements that surpass those of their male counterparts. According to Feng (2023), the roles of "mother" and "wife" have historically limited women's access to education, since these responsibilities have required them to prioritise family care. However, it is important to recognise that women are also individuals with inherent rights, including the ability to pursue education. The exclusion of females from education might be attributed to prejudice and prevailing societal norms on morality. The present study focus is to the examination of the historical approach to educating individuals with disabilities in China.

The oldest documented evidence of disability in China may be traced back to the Zhou era (800-1100 BC), wherein it is elucidated that physical traumas had the potential to result in blindness (Piao, 1992). The Book of Rites (Liji) promotes the establishment of an ideal society characterised by mutual respect among individuals and the provision of assistance for all citizens, including widowers, widows, orphans, and those with disabilities, in a specific and comprehensive manner consisting of 27 distinct categories. The findings indicate that, in some instances, attitudes towards individuals with disabilities are more compassionate compared to Western societies, where infants with cognitive disabilities were subjected to infanticide or abandonment during ancient Roman times ((Kovačević & Radovanovic, 2023; Asongu, Diop & Addis, 2023; Xie, Wang & Li, 2023).

Nevertheless, the documentation of educational experiences among individuals with disabilities was hardly seen until the latter part of the 19th century and the early years of the 20th century. The disability seems to be influenced by unfavourable perceptions, resulting in discriminatory practices (Xie, Deng & Ma, 2023; Li & Li, 2023; Wang & Feng, 2023). In ancient China, superstitions were prevalent and had similarities with Western cultures. One such belief was the attribution of magical powers or the presence of bad spirits to those with disabilities. Additionally, some individuals held the notion that these impairments were a kind of divine punishment for transgressions done in former lives. Hence, during a significant portion of history, those with disabilities were mostly confined to the lowest echelons of society and were denied access to educational opportunities. The transformation of exclusive phenomena in the field of education started during the latter part of the nineteenth century, mostly due to the pervasive impact
of Western culture. According to Peng (2023), a British female missionary founded the first educational institution for females of school age in 1844. The established thousand-year history of only educating males while women mainly acquire skills related to home tasks and family care was disrupted. The establishment of the first women's school in Shanghai in 1898, sponsored by a Chinese benefactor, had a pivotal role in shaping the trajectory of female education during that era (Xie, Deng & Ma, 2023; Li & Li, 2023).

Nevertheless, female schools have challenges in securing comparable financing to their male counterparts, resulting in disparities in resource allocation. Additionally, the quality of instructors in female schools is comparatively lower than that of teachers in male schools. Reducing prejudice poses considerable challenges, while concurrently facing limited financial resources to adequately maintain the existing multitude of schools. Prior to 1922, the Republic of China implemented a reform plan aimed at transforming the dual system, resulting in the formal abolition of gender-segregated schooling (Xie, Deng & Ma, 2023; Li & Li, 2023). The resolution of gender discrimination in education may be seen as a significant milestone, mostly attributable to the influence of Western human rights values, which have prompted a transformation in the traditional Chinese perspective on gender roles.

During that particular era, the absence of a designated terminology for inclusive education notwithstanding, the initiative to admit female students into educational institutions may be seen as a means of fostering inclusivity within the realm of pedagogy. The education of those with disabilities was similarly impacted by Western values throughout this period. The first institution in China dedicated to educating persons with visual impairments was founded by a foreign national, namely a Scottish missionary, in the year 1874. This establishment commenced the provision of fundamental education, life skills, and religious teachings to impaired pupils (Xu, 2022). In subsequent years, the establishment of the first school supported by China occurred, emphasising the development of vocational skills such as agriculture, tailoring, hairdressing, and handicrafts (Xie, Deng & Ma, 2023; Li & Li, 2023; Xiong, 2023). Despite the increasing number of specialised inclusive education schools, it is important to note that these institutions were characterised by segregation, a practise that contradicts the principles and objectives of inclusive education. In contemporary times, China has seen periods of turmoil characterised by armed conflicts and societal mobilisations, resulting in a deceleration of progress in the field of education and, in some respects, even regression.
3.3 CHINA INCLUSIVE EDUCATOR

The concept of inclusive education has emerged as a relatively recent topic within the Chinese educational sphere, despite being introduced over two decades ago. This phenomenon may be attributed to the challenges faced by a populous nation in swiftly embracing novel educational principles, particularly when they originate from diverse cultural contexts. China's inclusive education system is currently experiencing a significant lag and hence has substantial potential for progress both now and in the future. Throughout its history, the Chinese educational system has always prioritised the selection of individuals based on their abilities. The Chinese school system engenders a high level of rivalry and fosters a sense of exclusion among its participants. Teachers tend to favour pupils who demonstrate exceptional academic success and provide more resources and support to these individuals. Furthermore, possessing exceptional academic accomplishments serves as a means to get access to higher education, which is seen as the only pathway to attain prosperity in accordance with the conventional Chinese perspective. Fortunately, the prevalence of this antiquated phenomenon has been steadily diminishing over the last decade as a result of societal progress (Asamoah, Tam & Cudjoe, 2023; Chen, Evans & Luu, 2023; Yan & Deng, 2019). The fact that instructors may see students as equal individuals, irrespective of their academic achievement, is a positive indication of development within the realm of inclusive education. Like several other nations, Chinese research on inclusive education primarily focuses on the examination of its developmental trajectory, comparative analyses, and evaluations of practical implementation (Xue & Yang, 2021). The body of studies pertaining to the comprehension of inclusive education continues to expand indefinitely. To gain insight into the concept of inclusive education in China, this analysis will mostly focus on the viewpoints of professionals. These researchers may be regarded as authorities in the field of inclusive education in China (Asamoah, Tam & Cudjoe, 2023; Chen, Evans & Luu, 2023; Yao et. Al., 2019).

3.4 DISCUSSION

In recent years, there has been a growing body of research that has provided evidence supporting the notion that instructors have a significant role in shaping the academic achievements and long-term outcomes of their pupils (Asamoah, Tam, & Cudjoe, 2023; Chen, Evans & Luu, 2023; Cheng, 2023; Feng, 2023, Li 2023). Notwithstanding diligent
efforts to ascertain attributes such as experience, education, and certification that may exhibit a correlation with effectiveness (Chen, Evans & Luu, 2023; Feng, 2023; Lei, 2023, Li, 2023), the essence of successful teaching mostly remains an enigmatic phenomenon. Considering that the impact of instructors on academic performance is likely to be influenced, at least to some extent, by their instructional methods, it is of utmost importance for researchers to ascertain the specific classroom practises that have the most significance in determining student results. This assertion has particular significance as educational institutions and administrative bodies strive to fulfil the heightened benchmarks for academic performance established by the Common Core State Standards (Asamoah, Tam, & Cudjoe, 2023; Chen, Evans & Luu, 2023; Liu, 2023; Li, 2023), with a specific emphasis on the domain of mathematics (Chen, Evans & Luu, 2023; Lei & Deng, 2023). The little advancement in comprehending the influence of instructional practises on student results may be attributed to two primary study obstacles. One primary obstacle is in the development of suitable instruments for assessing the efficacy of instructors' instructional practises. A significant portion of research in this field typically focuses on analysing instructional methods in controlled laboratory environments or within classrooms for brief durations (Ng’andu, 2023; Jury et. al., 2023; Feng, 2023). However, these approaches may not adequately capture the crucial variations in teachers' practises that transpire throughout an entire academic year. One recurrent challenge in the field of economics of education research is to the design of studies that facilitate the establishment of causal conclusions (Lu, 2023). The effectiveness of previous studies has been limited due to the non-random assignment of students to instructors (Ng’andu, 2023; Jury et. al., 2023; Peng, 2023, Feng, 2023, Lu, 2023, Liu, 2023) and the exclusion of metrics pertaining to teachers' abilities and practises.

One of the primary objectives of the educational system in China is to provide equitable access to education for those with inclusive education, as stated by the Ministry of Education of the People's Republic of China in 2005. The implementation of an inclusive education policy necessitates the inclusion of children with inclusive education inside mainstream educational institutions. Despite the advancements made in the provision of high-quality inclusive education for children with inclusive education, some hurdles persist. These issues include insufficient resources, prevailing unfavourable attitudes, and beliefs towards children with disabilities, as well as inflexible school curricula. These factors together impede the successful implementation of inclusive
education. The subject of concern pertains to the effective implementation of inclusive education in Bahati sub-county. It is important to assess the current state of Inclusive Education implementation by examining the five overarching attitudes held by teachers towards inclusive education, as well as their performance-based compensation within inclusive educational environments. While there has been some research undertaken on inclusive education, there is a scarcity of studies examining the attitudes of teachers towards inclusive education and the impact of teacher performance compensation on the inclusive educational environment in China. For instance, prevalent concerns in the field of inclusive education in primary schools include the various factors that influence its implementation (Ng’andu, 2023; Jury et. al., 2023; Armstrong, Armstrong & Spandagou, 2023), the efficacy of its implementation (Ng’andu, 2023; Jury et. al., 2023; Lu, 2023, Liu, 2023), and the obstacles faced by educators during its implementation (Ballard, 2023).

In contemporary society, instances of discrimination and exclusion are prevalent, including several dimensions such as gender, race, education, language, religion, and other related factors. As previously said, inclusive education endeavours to address the disparity in educational opportunities. Various nations have distinct challenges that need resolution. In addition to addressing conventional concerns, both the United Kingdom and the United States prioritise the education of immigrants from outside. Simultaneously, China places more emphasis on addressing the needs of domestic migrants, a focus that is contingent upon the level of social development and the circumstances of the persons in question. The concept of education as a fundamental human right predates the emergence and recognition of the terms "Education for All" (EFA) or "inclusive education" within the area of education (Yuan & Ding, 2023; Chen, 2023; Chen, 2021; Chen 2019). Regrettably, instances of prejudice and exclusion persist in the majority of educational institutions, despite the implementation of both theoretical and practical measures within the framework of inclusive education.

Nevertheless, it is important to note that within these studies, there is a tendency among researchers to primarily concentrate on persons with inclusive educational needs (SENs), while inadvertently neglecting other marginalised groups. The association between inclusive education and educational challenges faced by impaired learners in some nations has contributed to the prevailing perception held by most individuals (Yuan & Ding, 2023; Armstrong, Armstrong & Spandagou, 2023). Despite the extensive efforts
made by experts such as Booth and Ainscow to provide a comprehensive understanding of inclusive education, its acceptance among the general public remains challenging (Yuan & Ding, 2023; Chen, 2021; Chen 2019). The overarching concept of inclusive education encompasses the educational experiences, living circumstances, and other related aspects of all persons. Additionally, it incorporates the notion of cultivating an inclusive and accommodating atmosphere, but also valuing and acknowledging the diverse needs of all students, rather than only prioritising those with disabilities. Currently, the concept of inclusive education remains a widely discussed subject because of its potential impact on policy development, practical implementation, and societal perspectives about inclusion. It will have a significant influence on the attainment of social inclusion. The study on inclusive education exhibits varying perspectives due to divergent interpretations, including both restricted and wide conceptualizations of the concept. Chen (2023), conducted an analysis and synthesis of the global outlook on inclusive education and the advancement of inclusive education, drawing on research on students with disabilities. Limiting the scope of inclusive education to the examination of educational difficulties faced by persons with disabilities would limit its applicability.

It might be argued that educators see a deficiency in their abilities and experiences, leading to a want for professional training. Nevertheless, a majority of educators have shown favourable dispositions towards inclusive education and its implementation within their respective educational institutions (Chin, 2023; Huang, 2023; Piao, 2023, Li 2023, Liu, 2023, Feng, 2023). The favourable attitudes and high performance pay of teachers have established a strong basis for the expansion of inclusive education, with a significant proportion of educators necessitating professional training. Hence, the attitudes and performance-based compensation of teachers in relation to inclusive education have garnered significant attention from scholars. Numerous relevant research may be identified across various nations, whereby a common thread emerges about the approach used in teachers' training. The impact of inclusive education development is significantly influenced by the training received by teachers, since they play a crucial role in the educational process. The perspectives on teachers' training in inclusive education vary based on various conceptualizations of inclusive education. Florian and Black-Hawkins (2023) argued that it is important for instructors to possess the necessary skills and knowledge to effectively support and nurture a broad range of learners. They emphasised the need of providing teachers with appropriate training in order to achieve this objective.
Nevertheless, a significant number of scholarly investigations pertaining to the training of teachers in the context of inclusive education primarily focus on the instruction of students with disabilities inside mainstream educational settings (Chin, 2023; Slee, 2023). However, there is a dearth of empirical evidence about the attitudes of teachers and the impact of teacher attitude and performance-based pay on teacher performance in relation to inclusive education, specifically in China.

4 CONCLUSION

In general, the concept of inclusive education is characterised by a comprehensive approach that encompasses all forms of exclusion, necessitating a heightened level of excellence in education and its professionals. This observation suggests that inclusive education have the potential to transcend its role as a mere educational concept and instead become a valuable life skill. While there is no universally agreed-upon definition of inclusive education, many key principles are widely recognised. These principles include the notions of human rights, equality, participation, cooperation, and the provision of a suitable curriculum.

Furthermore, the comprehensive comprehension of inclusive education places focus on the educational obligations of schools rather than the behavioural conduct of pupils. In the context of education, it is argued that schools should prioritise meeting the diverse needs of its pupils, rather than imposing rigid standards onto them. Significantly, within contemporary society, individuals enrolled in a single educational institution often exhibit a wide array of familial histories, cultural heritages, racial identities, linguistic affiliations, and socioeconomic standings. Furthermore, these students possess diverse interests and talents. The recognition and embrace of diversity within the realm of education is a significant component of the comprehensive concept of inclusive education, aligning with the actualities of our society. The establishment of a peaceful society has great importance in China, including several aspects such as education and social development. Within this context, the promotion of inclusive values assumes a key role. Therefore, the introduction and acquisition of a comprehensive knowledge of inclusive education pose challenges to prevailing educational attitudes and practises. Additionally, it has the potential to update the ideals of mainstream education and serve as a reflection on the existing educational system. The promotion of inclusive education, in its comprehensive scope, prioritises the enduring effects on education and society above
immediate performance outcomes in its implementation. The index for inclusion is widely regarded as a prominent resource that effectively aids schools in the entire development of inclusive education in practical settings. The foundational concept of inclusivity serves as the framework for fostering inclusiveness, therefore motivating individuals to engage in action (Booth and Ainscow, 2016). The Index for Inclusion serves not only as a means of promoting inclusion, but also as a reflection of the underlying value of inclusivity in a comprehensive manner. Therefore, the establishment of an inclusion index serves not only as a reference for educational institutions, but also plays a crucial role in promoting the value of inclusivity to foster improved comprehension. Despite the advocacy of inclusive education by the appropriate department of the Chinese government, schools seem to lack clear guidelines for incorporating inclusion into their instructional practices or assessing its impact. In essence, the implementation of inclusive education in Chinese schools remains at a preliminary phase.

Hence, this study will be based on a comprehensive approach to examine the conceptualization of inclusive education, the variables that shape these understandings, and strategies for its promotion. This research aims to provide novel insights to researchers with diverse cultural backgrounds who are investigating the topic of inclusion in education.
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