

Evaluating Inclusion in the Lebanese University

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Abstract

Inclusion is a topic of importance in every educational institution. The notion that individuals with special needs are the only ones who can benefit from inclusion in education is no longer valid. Because education today is defined as a person's right to belong to and participate in the educational system, inclusion entails including all students from various ethnic and racial backgrounds. When a system is inclusive, there is no need to negotiate a right of entry to a university or a school; however, many inclusion rules still segregate and build social hierarchies due to unethical decisions. The article contends that school reform in education can handle many issues related to inclusion, ethics, curriculum development, and classroom instruction so that graduates build a career with a job identity. The article also investigates the opinions of Lebanese University instructors regarding inclusion policies based on a set of regulations and rules. The survey assesses the instructors' satisfaction regarding inclusion at the Lebanese University for Letters and Sciences-Branch II. The study's null hypothesis is that inclusion does not impact the instructors, while the alternative hypothesis is that it affects them positively. The study serves as a tool to help identify strengths and opportunities for improvement.

تقييم الإدماج في الجامعة اللبنانية

خلاصة

الإدماج موضوع مهم في كل مؤسسة تعليمية والفكرة القائلة بأن الأفراد ذوي الاحتياجات الخاصة هم الوحيدون الذين يمكنهم الاستفادة من الإدماج في التعليم باتت غير صالحة. يُعرّف التعليم اليوم على أنه حق الفرد في الانتماء إلى النظام

التعليمي والمشاركة فيه، اما الإدماج فيستلزم استيعاب جميع الطلاب من مختلف الأصول والخلفيات العرقية. عندما يكون النظام شاملاً، لا يمكن التفاوض بشأن حق الفرد بالدخول إلى جامعة أو مدرسة؛ ومع ذلك، لا تزال العديد من قواعد الإدماج تفصل وتبني التسلسلات الهرمية الاجتماعية بسبب قرارات غير مقبولة ثقافياً. تؤكد المقالة أن الإصلاح المدرسي في التعليم يمكن أن يتعامل مع العديد من القضايا المتعلقة بالإدماج، والأخلاق، تطوير المناهج الدراسية، والتعليم حتى يتمكن الخريجون من بناء حياة مهنية وحمل هوية وظيفية. أيضاً يبحث المقال في آراء أساتذة الجامعة اللبنانية فيما يتعلق بسياسات الإدماج بناءً على مجموعة من الأنظمة والقواعد. يقيم الاستطلاع رضا الأساتذة في الجامعة اللبنانية للآداب والعلوم - الفرع الثاني. اما الفرضية الصفيرية للدراسة فهي ان الأساتذة لا يتأثرون بالإدماج والفرضية البديلة هي ان الادماج يؤثر عليهم بشكل إيجابي. تعمل الدراسة كأداة للمساعدة في تحديد نقاط القوة وفرص التحسين

Introduction

Inclusion is important to support students of all types to develop education and careers as effective community members. The educational system should help learners to build job identity as they enter the workplace filled with obstacles and hurdles. Also, inclusion succeeds when university activities involve stakeholders like parents and students. This requires not only rules and regulations but also ethical leaders and competent instructors who bring improvement to curricula that reflect societal ideals and respect diversity by endorsing procedures that give each person an equal chance to learn and increase self-esteem.

Job Identity and Training

Education should prepare learners for life activities and purposes. Nowadays, many refugees in English-speaking settings need tutoring to improve their language of communication to merge into new societies. They need a foreign language to build a career and a job identity in the new community; this is pivotal for the youth to guarantee financial independence from their caregiver. Education today must assist learners in building a career in an increasingly competitive market, where companies struggle in a niche that calls for higher productivity, enhanced communications, increased focus on priorities, development of key personnel, and improved teamwork. However, this is impossible with inappropriate employee identity, whose formation means a more open orientation that makes work identities the result of a personal trajectory rather than something ascribed by society. Job identity is about a mindset that results in a total commitment to work, a new notion of the employee's identity. Broad education exposes the youth to a wide range of opportunities, situations, and practices with which they identify. The global market competition puts high demands that require flexibility and mobility on behalf of the employees, who should respond and adapt to abrupt changes. For this, learners should be able to change job profiles, fit various communities, and master various work tasks. In brief, multi-skilling employees are increasingly needed to deal with challenges at various institutional levels. These challenges cause discomfort and conflict to the inserted self that needs to integrate into the incompatible communities and develop a coherent self-picture.

Consuming a new professional self means building an innovative one that produces new knowledge and creates new relationships of commitment or trust. To Erikson (1973), work

identity is regarded as a principle of the psychological organization as employees build up social identities through intervening with others. In contrast, personal identity stresses the uniqueness of an individual with their habits/ attitudes. To succeed at work, an employee tends to efface or subordinate themselves and behave according to norms in a specific context. Erikson (1973) believes that an individual seeks distinction from all others and aims to be like no other. He explains it as the “perception of one’s awareness and continuity” to adapt well (p. 496). However, entry into the job market means plenty of hurdles; work demands, stress, and abundant rules. Usually, graduates tend to tolerate all for the sake of financial independence from caregivers and to establish a niche of their own. To them, work can be that haven that helps to transform into social beings through socialization. During education, graduates are offered predefined roles to create a concept of self to integrate into a community. Habermas (1973) explains how an individual first defines a natural identity that stands for the biological human being, then develops a personal identity, and finally forms a social identity; however, with the global challenges, an individual keeps building up identities that recombine to form an occupational one. Therefore, training is needed to guarantee a smooth transition of graduates to the vocational world while forming their personal and work identities. According to the Jungian motif, consciousness is not a static phenomenon; it is a dynamic unfolding analogous to waking up. With every new knowledge and increase in the psyche’s content, human consciousness is expanded by degrees. There is no endpoint. This involves striking a balance between emotions and intellect, which leads to self-knowledge. This is incorporated into a person’s life to create an ethical confrontation with the person’s inner self. This phenomenon implies the necessity for each person to nurture a reflecting consciousness.

Developing an identity (not simply a job identity) helps graduates to cope with imposed changes and pressures. Programs must help young people to develop the desire necessary to climb the ladder of success by tapping their potential and highlighting the role of dedication, positive attitude, and patience. Graduates should define their challenging goals that are real and measurable and build a bulldog determination to overcome obstacles. Also, programs should stress the impact of confidence, courage, and wise decisions in the quest for ultimate success. To fit into the contemporary business world, young employees (or graduates) need sufficient knowledge that helps them to shape their subjectivity. They also require a reason that regulates thinking about the world and self as a community member. This is viable through training that aims at developing a working identity that is flexible, individualized, and able to develop to achieve goals.

Ethics and Inclusion

Ethical practices, reflexive thinking, and self-criticism must mark schools that build characters. Participation in decision-making must not be limited; it should be crystal clear which groups of individuals have been deemed significant to the decision and which have been excluded or marginalized. Ethics in education is based on reason, and an educational leader must put reflection behind actions to maintain a stable and equitable milieu. Ethics

transcends all religions because it is about the dignity of the human being, and its ultimate goal is normative: the establishment of standards of conduct. To Rebore (2001), ethical norms impose on leaders, teachers, and staff to seek “the greatest possible proportion of good” for their community (p. 25). The prime responsibility of a school leader is to establish a school philosophy and to manage its facilities and equipment with ethics. The leader's ethicality means developing sensitivity to engage school participants in decisions. They communicate with the school, verbally and in written forms, maintain the curriculum, attend meetings, establish rapport with stakeholders, be accountable for students' academic achievement and personal growth, and satisfy teachers' needs through providing training and workshops that guarantee professional development. Rebore (2001) assures that the principal is the leader of all programs at school who must read district policies, be aware of the legislation, and reviews legal documents.

With the pluralism, ethnicity, and diversity of the 21st century, more people with different backgrounds, perceptions, and ways of conduct are working together. Thus, an ethical leader should create a spirit of cooperation and respect for the good of the organization and the public. They must adopt inclusion. According to Rebore (2001), discrimination and intolerance are very common in today's schools because people refuse to assimilate and insist on preserving their culture. An ethical leader should ensure that the public understands inclusion and social justice through the curriculum and public discourse to resolve conflicts. In case of experiencing a flux of students from different cultures, the school policies must be reevaluated to pinpoint students' and teachers' rights and responsibilities. Usually, resolutions occur when people reach a compromise and when reasonableness prevails. As conflicts arise from pluralism, it is important to know the role of inclusion that regulates the life of every stakeholder in the community. Inclusion also means to do justice which, to Rawl (1971), is a virtue that entails fairness, affirmative action, and equality. Similarly, Stein asserts that there should be no superiority of one gender over another, and Habermas supports egalitarianism and the rights of marginal groups. Ethics are paramount to decision-makers and a cornerstone for educational leaders. Similarly, prudence (the openness to different opinions) and fortitude (that helps moderate temperance to balance between duty and personal life) are key words in the character of an ethical leader who identifies norms to guide this/her action before the final performance.

Kant (categorical imperative) believes that the public should be engaged in making the school's policy; citizens and stakeholders must be empowered because the leader's decisions affect their lives. Ethical leaders, who believe in the importance of inclusion, constantly search for meaning, which, to Kant, is considered the primary motivational force in life. Inclusion is a demonstration of democracy because it attempts to meet everyone's wants and cherishes diversity, which is considered a prized strength in developed countries. Habermas *Discourse Ethics* focuses on establishing democracy through linguistic communication to arrive at an unconstrained consensus characterized by a sense of equality and reciprocity of participation. Habermas asserts that agreement about policy issues is essential as participants respect their promises and avoid rage. Education leaders aim to make a

difference in the lives of students. Frankl believed that meaning should be found in the relation of people here and now and that the triad of pain, guilt and death can turn life's aspects from negative to positive. Leaders look for an interpretation of the interpretation to reach absolute truth and harmony. To Foucault, truth resides in politics and social interaction. Self-centered leader, whether a principal or a teacher, suffers isolation as they see people as objects rather than subjects; thus, their professional relationships are not ethical. To Rebore (2001), "A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner"(p. 40).

The cultural climate is the milieu within which leadership and power are exercised. Ethics is the proper use of power, and to enhance power, leaders may augment several types of power: inspirational, charismatic, expert, and persuasive to produce the desired consequence. Power is a person's capacity to affect another person's behavior. To create a positive culture, educational leaders should identify with the school as a whole rather than with their job. An ethical principle heightens their consciousness and reaches self-integration when they resolve problems in their school. In times of crisis, the ethical leader's absorbed experiences rise to affect the consciousness.

Education leaders also have moral requirements for duty. To Hegel, a person is to carry out duty for duty's sake, and to Aristotle, the duty of citizens leads to moral and intellectual development and the common good. Obeying is vital to Aristotle because a principal who had trouble following his previous supervisor may not be able to entrust subordinates and rely on their abilities. According to Marcus Aurelius in Rebore (2018), destiny is synonymous with duty. Man often may not choose his duties; however, leading a moral life will give a person self-control and courage to pursue truth and justice. Therefore, every member of the school community should be a leader.

The family cannot be considered an entity outside the school community because collaboration for best educational practices will not be possible. Leadership is exercised through the performance of duties. Education leaders have always relied on philosophy to make reasonable decisions. A person with many talents must share them so others can benefit; the law of nature cannot allow people to neglect their talents to benefit others. Rousseau (in Rebore 2018) highlights the role of the will, and his social contract calls for the individual's commitment as they are part of the whole. Human existence is in danger without cooperation, as man needs the services of every member to survive. In other words, individualism is impossible. To Aristotle, the aim of man should be the supreme good embodied in the moral and intellectual development of the citizens.

The modern world is dynamic and marked by progressive growth. For this reason, educators and principals must not measure personal worth but do their duties to maintain order, which cannot be maintained by practicing exclusion. Educators must change their leadership styles to fit the changes that are endemic to their institutions. Their decisions

must be adaptive to change, as they count on experience to gain solid ground. In other words, nothing is lost in the past, and everything can be restored as we grow and develop with time.

Curriculum Development

Inclusion extends beyond including all types of students in the classroom. To eliminate discrimination, policies, processes, and actions must ensure that the curriculum plays a vital role in implementing perceptions of equity and inclusion. Curriculum and instruction are dependent concepts. A curriculum is defined as a discipline that possesses a set of principles, a body of knowledge, theoreticians, and practitioners. The curriculum is the plan for the learning experiences that the learners encounter under the directions of the school, whereas instructions are the means for making the curriculum operational. The cyclical model is the best because of the reciprocity between curriculum and instruction. Curriculum specialists and instructional supervisors cooperate in developing a curriculum.

Curriculum development never ends and is more effective when it follows a systematic process. With time, curriculum change is inevitable, desirable, and a consequence of environmental changes. For instance, inclusive schools adapt their curriculum so that women are not represented in the old traditional roles or remain underrepresented in textbooks. Individualized education plans are provided to students with disabilities for them to succeed. Teachers must be involved in curriculum evaluation and ensure that the programs meet objectives and needs and that the content is in the appropriate sequence. Teachers and committees plan the curriculum by recommending new programs whose requirements meet the needs of the marginalized population, maybe through changing the language of instruction in an overambitious curriculum, increasing class instruction time, conducting surveys of teacher, student, and parental opinion, using libraries, reducing absenteeism, etc. Therefore, curriculum development depends on the unique blend of skills and human dimensions. The more competencies work together, the better the curriculum is.

In addition, inclusive schools mean understanding the forces that influence learning. Students' methods of interpreting information vary because of their experiences, social background, or identity. Also, schools must involve students in curriculum development because they are the recipients of the curriculum. Schools should solicit their opinions through surveys and feedback analysis because students can greatly help planners. Tyler (1949) believes planners should gather data from learners' contemporary lives to decide on purposes, behavioral objectives, and evaluation procedures. After surveying students, they formulate philosophies about a dynamic school that encourages variability. Tyler's model emphasizes the role of teachers working on teaching and learning units. The first step to accomplishing a curriculum is to produce a pilot unit, test an experimental unit, revise and consolidate, develop a framework, and install and disseminate new units.

Furthermore, teachers worldwide are asked to help students reach their fullest potential. Whether teaching is an art or a science with rules, teachers must combine theory with practice creatively. In inclusive schools, class instruction must consider students from diverse backgrounds, who face challenges when teachers present information assuming a common background among all students. There are four ways of approaching curriculum theory and practice. First, as a body of knowledge to be transmitted; second, as a product to be achieved; third, as a process; and fourth, as praxis. When considering the curriculum as a product, we see it as an outcome. Therefore, people in education need to diagnose needs, formulate objectives, select and organize content, select and organize learning experiences, and determine what and how to evaluate. Looking at curriculum as a process, Stenhouse (1975) explains, "a curriculum is an attempt to communicate the essential principles and features of an educational proposal." It provides a basis for planning a course, principles for developing a teaching strategy, a sequence, and principles to diagnose the strengths and weaknesses of the learning process" (p.124). It is the accepted practical side of a body of knowledge known as "praxis." However, Cornbleth (1990) sees curriculum as a particular type of context, an ongoing social process comprised of the interactions of students, teachers, knowledge, and milieu. Curzon believes that making a curriculum is a complex issue, and compiling syllabi to create one will limit the students to the contents of textbooks. To Tyler, any statements of the school's objectives should be a statement of changes to take place in the students' minds. To Tyler, there are four fundamental questions: educational purposes, experiences, effective organization of activities, and evaluation.

Quality of Good Teachers

Agreeing that teaching is a science means that teachers must have a solid background in teaching principles. Teachers transform their knowledge into motivating activities considering every issue, such as students' impairments and mental well-being. The students have the right to learn, and effective instructional strategies in class can guarantee their success. For instance, reflective practice helps teachers grow professionally as they ponder past experiences to modify and fix gaps in the teaching process. When planning, instructors must consider multicultural classes, address various learning styles (visual, auditory, kinesthetic, and tactile), and apply differentiated instruction to adapt instruction to students of differing abilities. According to Gardner, humans have at least eight distinct intelligence: linguistics, logical mathematics, special, bodily-kinesthetic, musical, and naturalistic. Teachers' lesson plans should include clear objectives (the intended learning of the unit), which must be communicated to students at the beginning of every unit so that schools will not be educationally bankrupt. Teachers are held accountable for students' performance, an essential issue in program analysis for accreditation. Mager (in Oliva 2009) believes that objectives are measurable and can be written inductively or deductively. They must set out strategies, activities, and evaluations and have taxonomies (comprehension, application, analysis, synthesis, evaluation, and creation). They are classified into three categories: cognitive (thinking), affective (revealing emotions), and psychomotor (necessary movements to produce writing, for example). Also, a lesson plan should have an

introduction phase, content, method (activities), closure (wrap-up), resources and materials needed, an evaluation procedure, and an assignment. The lesson plan should be tailored to accommodate special education students; they must consider differentiated instructions, grouping, compact curricula, and acceleration for gifted students. The instructional strategy of the teacher is of paramount importance because it affects students' motivation.

For teachers to decide on classroom strategies, students' age, needs, intellectual abilities, attention span, lesson purpose, and content must be determined. They decide on a direct or indirect strategy. The first is traditional and has a more didactic mode, whereas the second suits high-level thinking that tends to analyze and evaluate. With direct teaching, the teacher passes information and corrects errors most directly. With exposition teaching, teachers give lectures to pass large amounts of information quickly. While with textbook lectures, which are common nowadays, the teacher follows instructions in books without deviations, which can be rigid and demotivating to students.

Classroom discussions can often provide effective learning experiences. The teacher can use redirecting techniques to guide students in light of another student's previous response and give them time to reflect and answer. There are two types of questions: convergent (ask for facts and specific answers) and divergent (seek various points of view). The different types of questions that probe discussions in class can promote learning because they eliminate boredom and help students develop critical thinking. According to Lipman (1988), students must be taught to move from guessing to estimating, from preferring to evaluating, and from grouping to classifying. This is only viable by providing opportunities for responses to solve problems and make decisions or predictions. With indirect teaching, the teacher is a facilitator and guides discussion so that no one dominates the floor; they must be conversant with the related content. Students are asked to solve problems or complete projects. With discovery or inquiry learning, students indulge in thorough investigations rather than reaching correct answers. Metacognition, also known as self-reflection, assists students in evaluating their responses in order to gain accurate insights.

Methodology of the Research

The study in this article adopted a quantitative approach to accept or refute the hypothesis regarding inclusion practices in the Lebanese university. The study's survey has a sample of 125 participants who are instructors from all departments in Branch II of the Lebanese University. The instructors filled out the questionnaire using Google Forms, which consisted of 20 Likert-scale questions that addressed inclusion rules and practices at the Lebanese University. The results were based on analyzing the frequencies and percentages for each Likert item, and SPSS was used to prove data reliability.

Findings of the Study

The participants (instructors from different departments) were asked whether the Lebanese University's inclusive education programs provide different students with opportunities to understand and accept individual diversity. The majority (64%) agree, as shown in Table 1.

Opportunities to Understand and Accept Diversity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.0	4.0	4.0
	Disagree	25	20.0	20.0	24.0
	Agree	75	60.0	60.0	84.0
	Strongly Agree	20	16.0	16.0	100.0
	Total	125	100.0	100.0	

Table 1: Opportunities to Understand and Accept Diversity

The participants were asked about their agreement regarding the language used to describe the abilities development or function and needs of students (ex: A student with a variety of needs instead of the low functioning student). The results in Table 2 show that more than half (76 %) of the participants agreed.

Usage of Descriptions					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.0	4.0	4.0
	Disagree	30	24.0	24.0	28.0
	Agree	65	52.0	52.0	80.0
	Strongly Agree	25	20.0	20.0	100.0
	Total	125	100.0	100.0	

Table 2: Usage of Descriptions

The participants were asked whether the values of diversity and inclusion are evident in the Lebanese university's mission statement. The results show that the majority (72%) agreed.

(Table 3).

Values of Diversity and Inclusion					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.0	4.0	4.0
	Disagree	35	28.0	28.0	32.0
	Agree	50	40.0	40.0	72.0

Strongly Agree	35	28.0	28.0	100.0
Total	125	100.0	100.0	

Table 3: Values of Diversity and Inclusion

When asked whether general and special education administrators serve on building teams together, more than half of the participants agreed (68%) as shown in Table 3.

Building Teams		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	16.0	16.0	16.0
	Disagree	40	32.0	32.0	48.0
	Agree	60	48.0	48.0	96.0
	Strongly Agree	5	4.0	4.0	100.0
	Total	125	100.0	100.0	

Table 4: Building Teams

Regarding the administrators involving all stakeholders (families, administration, teachers, and students) in two-way communication, the results show that 44 % agreed (Table 5).

Two Way Communication		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	20.0	20.0	20.0
	Disagree	45	36.0	36.0	56.0
	Agree	45	36.0	36.0	92.0
	Strongly Agree	10	8.0	8.0	100.0
	Total	125	100.0	100.0	

Table 5: Two-Way Communication

Table 6 show that 68 % agree that school environment celebrates diversity and staff members work to create an atmosphere where human differences are understood and appreciated.

Inclusive Environment		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.0	4.0	4.0
	Disagree	35	28.0	28.0	32.0
	Agree	55	44.0	44.0	76.0

Strongly Agree	30	24.0	24.0	100.0
Total	125	100.0	100.0	

Table 6: Inclusive Environment

Regarding the inclusive environment, the participants were asked whether all students are included in a school-wide approach to building positive relationships across all activities (academic and non-academic). The results show that more than half of the instructors (56%) agreed, as shown in

Table 7.

Building Positive Relationships					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	12.0	12.0	12.0
	Disagree	40	32.0	32.0	44.0
	Agree	60	48.0	48.0	92.0
	Strongly Agree	10	8.0	8.0	100.0
	Total	125	100.0	100.0	

Table 7: Building Positive Relationships

When participants were asked whether teachers' and staff' roles and responsibilities are clearly outlined to support the success of all students, the results show that (60 %) agreed, as shown in Table 8.

Clear Roles and Responsibilities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	8.0	8.0	8.0
	Disagree	40	32.0	32.0	40.0
	Agree	60	48.0	48.0	88.0
	Strongly Agree	15	12.0	12.0	100.0
	Total	125	100.0	100.0	

Table 8: Clear Roles and Responsibilities

The participants were asked whether physical, emotional, and instructional support are provided by non-special educators (by classroom teachers, librarians, classmates, and office personnel). The results show that 40 % of the participants agree and 60 % disagreed, as shown in Table 9.

Support by Non-Special Educators					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	12.0	12.0	12.0
	Disagree	60	48.0	48.0	60.0
	Agree	45	36.0	36.0	96.0

	Strongly Agree	5	4.0	4.0	100.0
	Total	125	100.0	100.0	

Table 9: Support by Non-Special Educators

Then, participants were asked whether performance-based assessment reports reflect the student's abilities and need rather than deficits and weaknesses. Table 10 shows that almost half of the instructors (52%) agreed.

Performance Based Assessments					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.0	4.0	4.0
	Disagree	55	44.0	44.0	48.0
	Agree	50	40.0	40.0	88.0
	Strongly Agree	15	12.0	12.0	100.0
	Total	125	100.0	100.0	

Table 10: Performance-Based Assessments

When participants were required to state their opinion whether students with disabilities work on the same grade level content standards as typical peers with appropriate support, (68 %) agreed, as shown in Table 11.

Same Grade Level Content Standards					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	40	32.0	32.0	32.0
	Agree	65	52.0	52.0	84.0
	Strongly Agree	20	16.0	16.0	100.0
	Total	125	100.0	100.0	

Table 11: Same Grade Level Content Standards

Also, instructors at the Lebanese University were asked if there is a collective responsibility among the entire school staff for the success of all students. Table 12 shows that 64% agreed, as in

Table 12.

Collective Responsibility					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	12.0	12.0	12.0
	Disagree	30	24.0	24.0	36.0
	Agree	55	44.0	44.0	80.0
	Strongly Agree	25	20.0	20.0	100.0

Total	125	100.0	100.0	
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Table 12: Collective Responsibility

Further, the instructors were asked whether decisions are made collaboratively regarding all policies and practices but only 40 % agreed, as shown in Table 13.

Collaborative Decisions		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	16.0	16.0	16.0
	Disagree	55	44.0	44.0	60.0
	Agree	40	32.0	32.0	92.0
	Strongly Agree	10	8.0	8.0	100.0
	Total	125	100.0	100.0	

Table 13: Collaborative Decisions

When participants were asked whether programs are utilized to strengthen the school climate and acceptance of all students, 64% agreed as shown in Table 14.

Programs		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	45	36.0	36.0	36.0
	Agree	70	56.0	56.0	92.0
	Strongly Agree	10	8.0	8.0	100.0
	Total	125	100.0	100.0	

Table 14: Programs

Also, the participants were asked whether all instructors have regular opportunities to consult with an education service provider about strategies to help them communicate with students of different ethnicities, 56% agreed as shown in Table 15 .

Opportunities To Seek Help in Communication		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	20.0	20.0	20.0
	Disagree	30	24.0	24.0	44.0
	Agree	65	52.0	52.0	96.0
	Strongly Agree	5	4.0	4.0	100.0
	Total	125	100.0	100.0	

Table 15: Opportunities To Seek Help in Communication

Next, participants were asked whether families participate in university activities to build their leadership roles, but only 28% agreed that families have a constructive role in the activities on campus.

Families Involvement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	24.0	24.0	24.0
	Disagree	60	48.0	48.0	72.0
	Agree	30	24.0	24.0	96.0
	Strongly Agree	5	4.0	4.0	100.0
	Total	125	100.0	100.0	

When asked whether instructions reflect principles related to ethics in education, the majority (76%) agreed, as shown in Table 17.

Ethics in Education		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.0	4.0	4.0
	Disagree	25	20.0	20.0	24.0
	Agree	80	64.0	64.0	88.0
	Strongly Agree	15	12.0	12.0	100.0
	Total	125	100.0	100.0	

Table 16: Ethics in Education

Also, they were asked whether Lebanese university inclusive education programs provide different students with equal opportunities, and the majority, or 64%, agreed, as indicated in Table 18.

Equal Opportunities		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.0	4.0	4.0
	Disagree	40	32.0	32.0	36.0
	Agree	70	56.0	56.0	92.0
	Strongly Agree	10	8.0	8.0	100.0
	Total	125	100.0	100.0	

Table 17: Equal Opportunities

Further, the participants were asked whether the Lebanese University students who have disabilities are best served in separate settings, and 44 % agreed, as shown in Table 19.

Separate Settings		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	8.0	8.0	8.0

Disagree	60	48.0	48.0	56.0
Agree	50	40.0	40.0	96.0
Strongly Agree	5	4.0	4.0	100.0
Total	125	100.0	100.0	

Table 18: Separate Settings

Next, instructors were asked if inclusion sounds good in theory but only works in practice in Lebanese University, and the majority (88%) agreed.

Inclusion in Practice					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.0	4.0	4.0
	Disagree	10	8.0	8.0	12.0
	Agree	60	48.0	48.0	60.0
	Strongly Agree	50	40.0	40.0	100.0
	Total	125	100.0	100.0	

Table 19: Inclusion in Practice

The figure below summarizes all the results or survey responses. Most agree with almost all of the statements, proving the hypothesis that inclusion impacts the Lebanese University Branch II instructors.

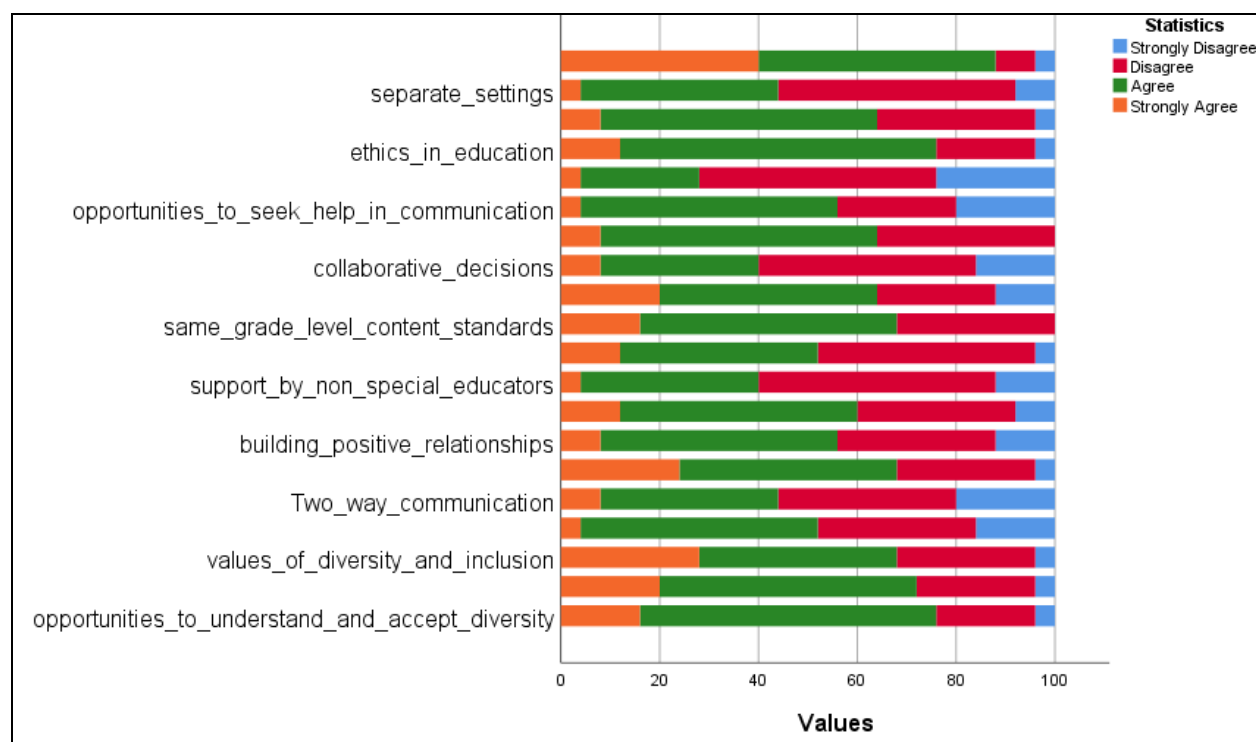


Table 20: Reliability Test

Analyzing data, Table 21 shows the reliability test. Cronbach's Alpha is 0.93, which is greater than 0.7. This means that the data is reliable.

Limitations, Conclusion, and Recommendations

The study has many limitations, such as involving only one hundred and twenty-five participants from a specific branch at the Lebanese University in one Lebanese casa, which makes generalization impossible. After analyzing the data, the study's null hypothesis was refuted, and the alternative was accepted. In other words, the instructors at the Lebanese University Branch II are positively affected by issues related to inclusion, such as opportunities to understand and accept diversity, usage of descriptions, values of diversity, two-way communication, inclusive environment, building positive relationships, clear roles and responsibilities, support by specialists in education, performance-based assessments, same grade level content standards for all types of students, collective responsibility, collaborative decisions, strengthening programs, opportunities to seek help in communication, families involvement, practiced ethics in education, equal opportunities, and use of appropriate settings. However, many instructors claim that inclusion is challenging in practice. This can be related to the lack of collaboration in making clear decisions and the lack of stakeholders' involvement in arranging policies and activities at the university. Hence, it is recommended to spread awareness regarding the vital role of all stakeholders in inclusive schools that highlight the role of ethics in education, curriculum development, and staff professionalism.

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Appendix A

Evaluating Inclusion by the Lebanese Instructors

As part of my research, I am surveying inclusion at the Lebanese University-Branch II. Please take a few minutes to fill out this survey that will help to improve the organization's leadership, diversity, and teaching strategy.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Lebanese university inclusive education programs provide different students with opportunities to understand and accept individual diversity.				
2. Language regarding the student's functioning or developmental level is not used; rather, descriptions of the student's focus on abilities and needs is used (ex: Student with a variety of needs instead of Low Functioning student)				
3. The values of diversity and inclusion are evident in the university's mission statement				
4. General and special education administrators serve on building leadership team together				
5. Administrators involve all stakeholders (families, administration, teacher and student) in two-way communication				

6. The school environment is one that celebrates diversity, and staff members work to create an atmosphere where human differences are understood and appreciated				
7. All students are included in a school-wide approach to building positive relationships across all activities (academic and non-academic)				
8. The roles and responsibilities of all teachers and staff are clearly outlined to support the success of all students				
9. Whenever possible, physical, emotional and instructional supports are provided by non-special educators – by classroom teachers, librarians, classmates, office personnel				
10. Performance based assessment reports reflect the students' abilities and needs rather than deficits and weaknesses				
11. Students with disabilities work on the same grade level content standards as typical peers with appropriate supports.				
12. In practice, there is a collective responsibility among the entire school staff for the success of all students.				
13. Decisions are made collaboratively regarding all policies and practices.				
14. Programs and are utilized to strengthen school climate and acceptance of all students.				

15. All instructors have regular opportunities to consult with an education service provider about strategies to help them communicate with students of different ethnicities				
16. Families participate in university activities to build their leadership role				
17. Instructions reflects principles related to ethics in education				
19. Lebanese university inclusive education programs provide different students with equal opportunities				
19. Lebanese university students who have disabilities are best served in separate settings.				
20. Inclusion sounds good in theory but does not work in practice in the Lebanese university.				