

Article

Impact of social isolation on intersex individuals: Implications for inclusive education policy

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CITATION

Iftikhar H, Aboalsamh HM, Mahmood CK. (2024). Impact of social isolation on intersex individuals: Implications for inclusive education policy. *Journal of Infrastructure, Policy and Development*. 8(8): 5613. <https://doi.org/10.24294/jipd.v8i8.5613>

ARTICLE INFO

Received: 2 April 2024

Accepted: 25 April 2024

Available online: 6 August 2024

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Abstract: The intersex person's social isolation condition is the leading concern in inclusive educational practices. It provides for the relevance of intersex communities with the influence of social isolation on their education and well-being. Given the underlying problem, this paper stresses the isolation-free condition of the intersex community by facilitating inclusive education. The Atkinson and Shiffrin Model and Behaviorism-Based Intersex Theory supports inclusive education by extending the desire to significantly manage stereotypes, quality teaching, parental beliefs, expressions, physique, and intersex attribution. The qualitative research method analyses the reducing role of social isolation for inclusive education. The semi-structured interview research instrument is used for the data collection from the Ministry of Human Rights, Educational Institutions, and inter-sex Representatives. The results show that managing directors and heads of educational institutions frame policy management for the free social isolation of intersex persons, which is relevant through inclusive education. This paper aims to provide a better social condition for intersex persons and promote inclusive education through effective policy management.

Keywords: social isolation; Inter-sex; relevance; inclusive education; policy management

1. Introduction

The practice of effectively developing, disseminating, and managing policy procedures is called policy management (Smith, 2020). The engagement of learning needs is linked to marginalising factors, such as policy management of inclusive education for intersex (Shulika, 2018). Individuals with natural reproductive organs who do not fit into the male or female binary sex are considered intersex persons (s). Intersex education is a problematic component of the inclusive educational system due to these factors (Uppara et al., 2021). Understanding how to adhere to the social and medical standards for male and female bodies is crucial for the intersex education system (Garland et al., 2021). The body structures of the intersex are diverse and heterogeneous. The determination of a limited diagnosis, sexual and gender identities are intersex traits made up of various entities with more than 40 components (Schnell and Kisamore, 2021). In multiple cases involving intersex people, medical professionals are providing 10–80% of the inadequate diagnoses (Nanda et al., 2022). Indeterminate sex is the genetically determined cause of hypogonadism. The characteristics of intersex are caused by diagnostic difficulties that might lessen the stigma associated with inclusive education. Deeply ingrained characteristics are retracted as a result of the intersex stigma (Sterling, 2018). Hermaphrodites are linked by their birth patterns and the escalating difficulties associated with birth to people of

intersex.

The hermaphrodites' inclusivity allows intersex learners' academic needs to be transformed into policy management (Mukhopadhyay and Chakraborty 2018). Learning to address intersex education through policy engagement calls for regular management and resourceful use of educational sources (Srivastava et al., 2022). Moving away from a segregated system towards the resources needed for intersex inclusive education is a critical policy for the inclusive education system (Preston, 2020). A current problem for many states is intersex disability, putting organisational pressure on inclusive education. Inter-sex education has issues that are related to gender, sexual orientation, and ethnicity (Bennett and Gates, 2021). Infanticide limits the trend of using education as the ultimate source of support and outcome for practical access. Children are experiencing abusive and lower income offers that form their disabilities (Zanoli et al., 2022). These kids need to be adjusted without stereotyping the names that are associated with them, and intergroup education uses everyday language to demonstrate fair treatment.

Social isolation is the destruction of an intersex person's social, physical, and psychological qualities of an abnormal birth and particular chromosomal abnormalities in their bodies. This identifies the specific term for intersex that is used for the group of people in society or community (Dubreuil, 2019). Before the guardians use infanticide options, the inclusionary aspects of education may support the nature of behaviour and attitude change in person (Khatun and Samaddar, 2021). The format of disability for the intersex represents a paradigm shift from viewing disability as a clinical issue of social welfare (Pettitt, 2021). The concept of socially isolated intersex persons is not aligned with accepted beliefs in the management of intersex policy (Evêque, 2020). The cultural practice of creating an appropriate policy framework is to limit the attempts for inter-sex, including neonaticides and infanticide concepts of person homicides (Johnson, 2018). This research aims to examine the impact of social isolation on the educational and well-being outcomes of intersex individuals. Specific research questions include: How does social isolation affect the educational experiences of intersex students? What policies can mitigate these effects?

This study extends the current knowledge on intersex inclusivity by introducing a novel empirical investigation of the impacts of social isolation on intersex individuals in educational environments. Unlike prior studies, this research integrates the Atkinson and Shiffrin Model and Behaviorism-Based Intersex Theory to explore how memory and behaviour theories can uniquely address the challenges faced by intersex students. The paper examines the impact of social isolation on intersex individuals and explores the implications for inclusive education policies. It outlines the methodology, integrates findings with existing research, and concludes with key findings and future research directions.

2. Literature review

The existing literature encourages a variety of policy management interventions for intersex persons and increases critical scrutiny for their assessment of educational inclusivity. For the intersex students to successfully navigate the intersex-specific challenges, it also includes the dignity, safety, and supporting role of quality

instruction (Ansara, 2023). The discrimination against children exhibiting intersex traits brings attention to the variety and importance of physical characteristics in how those children are represented in the educational field (Endres et al., 2022). It is expected that intersex persons have chromosomes and hormones which influence the characteristics of male and female people. Parental beliefs provide intentional changes during the developmental stages of visible sex characteristics (Bates et al., 2022). This is the gender identification that makes discrimination possible. The confidentiality of personal health information is related to bullying, harassment, and discrimination regarding inclusive education.

The author Harmon (2020) emphasised the educational management of inter-sex expressions as well as the potential impact of social isolation on inter-sex. It excludes divided activities based on the welfare efforts made to address the difficulties in obtaining education (Nachman et al., 2020). Studies on the efficient application and management of inter-sex education policy misplace the stereotypes and dynamics of inclusive language (Eliköz et al., 2019). To create cutting-edge gender-neutral practices, these policies should be adopted because these are identity issues relevant to the diversity of the human body (Niraula, 2021).

The alphabetical arrangement of student exams is affected by the disclosure of gender identity. Students find it simpler to participate in programmes that reflect policies and support opportunities for professional development. According to Garland and Travis (2018), policy management is the efficient inclusion of congenital body variations. It is the chromosomal or gonadal fitting of binary characters. The inclusivity of intersex persons is support to the declining ratio of infanticide educational progress for intersex at various policy management forums. These are unanticipated and broad perspectives on the roles identified at birth (Jones, 2018). The support of educational inclusivity, which establishes equal opportunities for intersex people for their specific and general intrusion into society, mitigates these roles of the physique for inter-sex (Hamilton et al., 2021). The lessening or limited use of social isolation as the ultimate remedy for intersex generation should be guided by educational inclusivity and the attribution of intersex inclusivity. Given free access to their lives, intersex generations' positive and negative outcomes are impossible to predict a better use of inter-sex person rights (Chaudhary, 2021).

According to Arya et al. (2022), inter-sex educational rights are the provisional status for their learning to have a productive life. Following a counselling session for the leading role of inclusive education, intersex persons' specialised services and support are accessible in the form of a separate classroom. To investigate this vulnerable community through inclusive education, the concept of intersex is relatively new to academia (Kefallinou et al., 2020). Implementing educational categories that include inter-sex education is managed through policy management. To learn about desired lessons or the topic of interest, this study uses two theories for intersex behaviour and the sensory working of intersex mental capacities to use social isolation (Nilholm, 2021). The two theories and essential elements of intersex for inclusive education and policy management of social inclusion of intersex are used to highlight the establishment of the policy framework.

2.1. Current challenges in inclusive education

Recent research emphasises the need for tailored educational interventions for diverse learning needs. Dumitru et al. (2023) highlight the importance of inclusive education for students with disabilities, underscoring the necessity of integrating these students into mainstream higher education settings (Dumitru, 2023). Similarly, Folostina and colleagues (2022) explore the specific training needs of teachers working with students with autism spectrum disorder, suggesting that specialised knowledge and skills are crucial for practical inclusivity (Folostina et al., 2022). Additionally, Dumitru et al. (2022) discuss the readiness of teachers to support students with specific learning disorders, indicating a significant gap in current teacher preparation for inclusive education (Dumitru et al., 2022).

2.2. Atkinson and Shiffrin's model of memory in inclusive education

Intersex-inclusive education refers to sufficient learning for teachers to retain information processing in a learning environment. To learn their educational assignments and given tasks without difficulty, this research necessitates the Atkinson and Shiffrin model for the adoption of intersex (Florian, 2019). It displays their support for living and prevents the guardian from treating intersex people and their social identities. To recall memories for learning to comprehensive learning, intersex brains function, which reflects practical inclusivity in education (Pit-ten Cate et al., 2018). The Shiffrin and Atkinson model trades the emotional support of careful intersex children for the self-assurance needed to grasp educational concepts (Slee, 2018).

In addition, short-term stores (lost information) are transfers of long-term stores in the memory for educational inclusivity and inter-sex learning with effective policy management (Anderson and Boyle, 2020). This ensures that the sensory store of intersex receives social attention. The absence of subsystems in the intersex memory puts less strain on unconscious processes that reflect the determination of practices and imagery representation for the effective functioning of identities. The main problem with the inter-sex approach to determining learning for inclusive education is the missing attribution of active thinking (Pozo-Armentia et al., 2020). The information flow from the senses, which reflects the behaviour of the learning environment in inclusive education, determines the relationship between memory and intersex behaviour as illustrated in **Figure 1**.

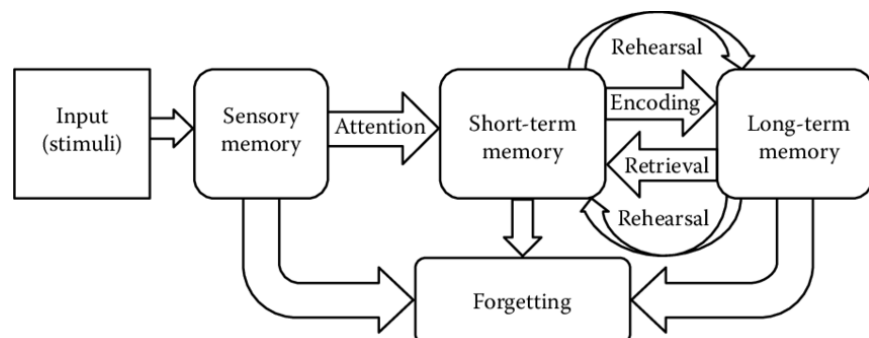


Figure 1. Atkinson and Shiffrin Model (Atkinson and Shiffrin, 1968).

2.3. Behaviorism-based intersex theory of inclusive education

Recognising students’ learning for improved results is the theoretical intervention for intersex inclusive education (Bell, 2021). It is not intended to limit the prevalent model of education, where gender segregation may make it difficult for learners to understand and accept reality (De Bruin, 2019). Step-by-step educational instructions are produced by inclusive education, which encourages the behaviour of the child or learner. The key to effective enforcement is setting up procedures for the environments that naturally support educational processes (Paseka and Schwab, 2020). The behaviourist approach harmonises policy administration with a student’s acceptable response. To stop infanticide practices and support inclusive education for intersex learners, it is necessary to inform the child or guardian that effective policy management supports the resources needed (Dico, 2018).

The use of behaviourism by John B. Watson and B.F. Skinner is a formative assessment for analysing learner progress in an inclusive educational environment (Alves et al., 2020). It reflects the effective method for addressing needs related to education, where learning is the acquisition of stimulus-response through educational practices. The educational inclusivity of intersex people and the change in one’s behaviour are the learner’s knowledge of reality considered by scientific endeavours (Krischler et al., 2019). The practices of planned behaviour for the immediate target of a natural environment are the cues that better respond to the learners’ desires. It is a functional behavioural analysis that is frequently applied for effective instruction as illustrated in **Figure 2**.

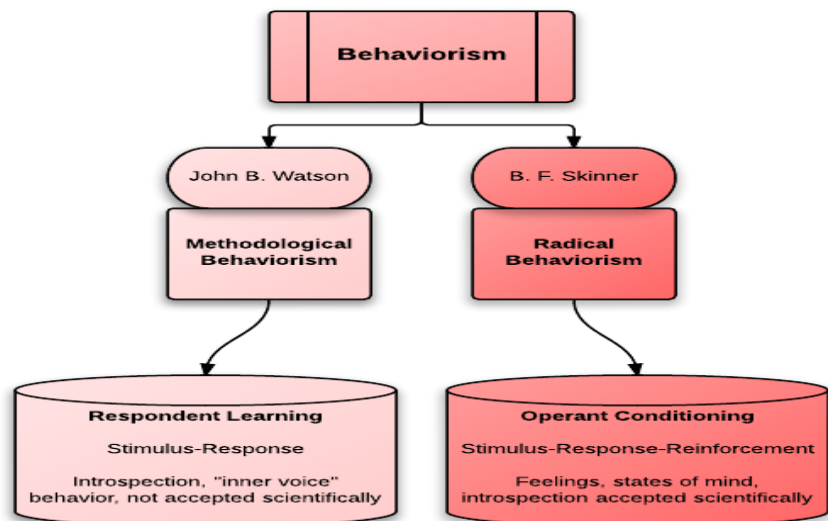


Figure 2. Behaviorism Theory for Inter-sex learning (Skinner, 1953; Watson,1913).

2.4. Relationship of Atkinson and Shiffrin model with behaviorism-based intersex theory

Sensory store items in the social role of intersex and inclusive education policies facilitate intersex learning. Intersex-inclusive education combines sensory engagement with behavioural support (Sharma et al., 2019). In an inclusive educational setting, memory or intersex education may predict behaviour as a reward for active functions. These are focused on the driving force behind behaviour, defined

as the actions that reflect perceived values in a learning environment (Spandagou, 2021). The inclusiveness received by inter-sex using sensory store memory while maintaining the behaviour as an output is the key to understanding the relationship between the model and theory. To achieve inclusive education, an individual requires integrating stereotypes, effective teaching, parental beliefs, expressions, physique, and the attribution of infanticide to intersex (Van et al., 2020). For early retention and inclusive education interaction, the lost sensory information can be found through intersex behaviour (Stepaniuk, 2019). The determination of appropriate practices that are optimised for instructional practices. It must consider the special educational needs of intersex students in inclusive education. Student behaviour and performance are processed explicitly to receive direct instructions from the intersex community's special educational needs as illustrated in **Figure 3**.

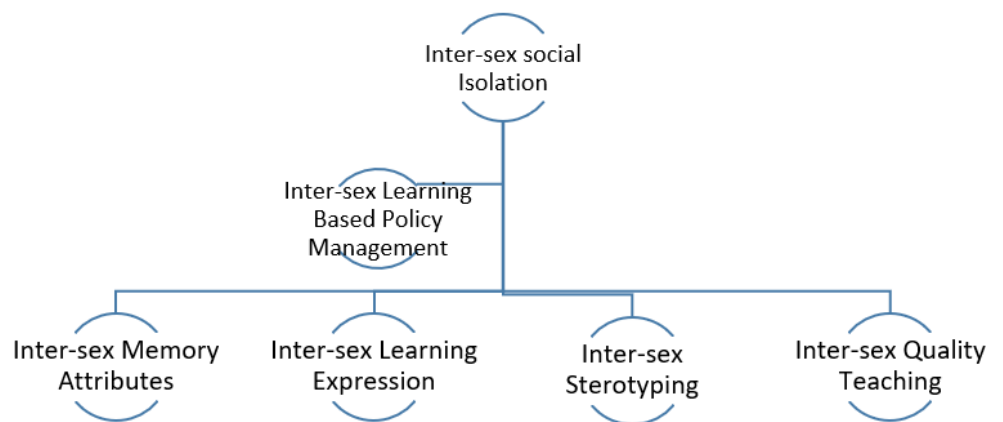


Figure 3. Conceptual framework (Devaki, 2021; Saloviita, 2020).

3. Methodology

The qualitative research method uses policy management for intersex-inclusive education (Zou et al., 2021). The reason is to manage intersex integration in education, and it is necessary to examine the effectiveness of policy interventions (Daniela and Lytras, 2019). The use of secondary sources from recent literature available through scholarly insights is provided explicitly. The primary research tools, which included semi-structured interviews with the pertinent participants, are used to collect the desired information (Sepp et al., 2019). Participants for the interview research instrument are chosen based on their age, gender, level of education, and experience in the educational and policy management area (Malmberg et al., 2019). It upholds the originality of research on intersex education that is inclusive and potentially mitigates social isolation. A model and framework for the social issues surrounding intersex and their unique inclusion in education is to be developed as a result of numerous studies on the qualitative method (Stewart, 2021). Incorporating stereotypes, good teaching, parental beliefs, expressions, physique, and attribution are part of the questions developed for the interview guide. The number of interviews on critical issues of infanticide inter-sex continued (Sepp et al., 2020). This demonstrates the appropriate use of interviews as a method of information gathering from experts in the Ministry of Human Rights, NADRA, three senior members of the Parliament, intersex person(s), and academic experts in Islamabad, Pakistan, regarding intersex education

(Commodore and Hayfron-Acquah, 2020). The respondents are facilitated by explaining each question to the relevant and original interview record to be transcribed and categorised for thematic analysis. This shares the role of coding from the use of (NVivo software version 12) as a suitable source, which may provide a clear picture of inter-sex inclusive education with policy management for infanticide sex (Al-Faris and Jasim 2021). During the data collection process, strict attention was paid to the questions asked by the participants, which included exciting considerations of inter-sex.

The focus groups explored several vital questions: What are your experiences with social isolation as an intersex individual? How do these experiences affect your educational opportunities and personal well-being? Participants were selected using purposive sampling to include intersex individuals from multiple academic institutions. This approach ensured a representation of different experiences and backgrounds. The data analysis process involved thematic analysis using NVivo software, which allowed for a rigorous examination of interview transcripts to identify recurring themes and patterns related to the theoretical frameworks applied.

Ethical considerations

Ethical considerations were paramount in this study. Informed consent was obtained from all participants, ensuring confidentiality and the right to withdraw. The research protocol was reviewed and approved by ST&I Policy Institute, UTM.

4. Discussion

The qualitative results from the respondents provide coding for a demographic understanding of the participants. These participants include academic researchers, officers from various departments, and intersex education experts. The respondents' ages ranged from 30 to 55 and had extensive knowledge of intersex educational issues. The responses from 11 participants, excluded from the saturation point, were compared to the data collected from the respondents and were carefully noted and transcribed. This illustrates how the codes and themes presented below developed and how each variable related to infanticide intersex. The literature on intersex is currently available, and the potential application of inclusive education has been incorporated into creating themes from the codes. The effectiveness of the individual in terms of possible adjustments and direct sharing of the variable about intersex education policy management. Infanticide refers to the killing of transgender people by their guardians to deny them access to their fundamental human rights. The findings of this research challenge such intersex oppression initiatives by advocating for inclusive education, which can be advantageous for the weaker members of society.

A quality relationship is an inclusive inter-sex expression that effectively reflects the relationship for inter-sex education. It is influenced by the link between physical appearance and the successful intersex inclusivity of education to prevent the intersex social isolation threat. In this regard, the alarming shift in how intersex is examined is both absolute and indicative of high-quality training and instruction. These codes and their connections show how effective education can prevent intersex, which is the expression and display of a particular physique. This indicates that effective policy

management for intersex inclusive education uses quality teaching as a component from both primary and secondary sources as illustrated in **Figure 4**.

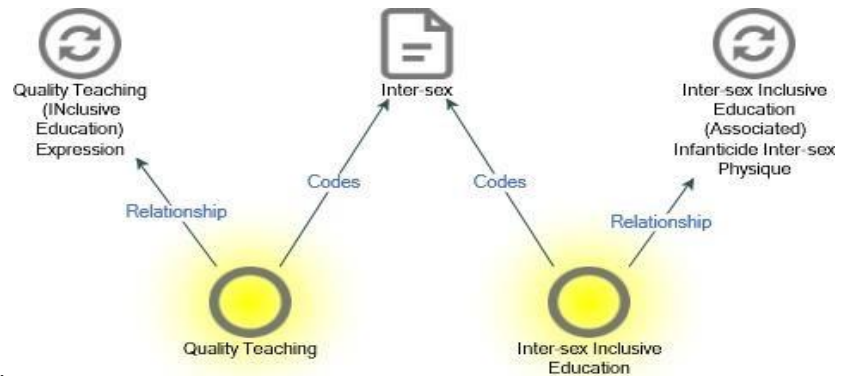


Figure 4. Quality teaching and Inter-sex inclusive education (NVivo Software 12).

Inter-sex entertainment for the physique is another linking code that relates to the stereotypical representation of a person (s) for educational attainment. The analysis results indicate that functional conditions are paramount for inclusive education and the use of physiques for effective policy management. This alarms the treatment of values associated with inter-sex support and valuable measures for the inclusive education strategy. This determines the role of the identified communities' incapacities in accepting inter-sex through inclusive education. Community stereotyping provides a physique that incorporates the role of inclusive education for fair policy management in the education sector. This is significant when the inter-sex connection is recognised for the positional status and consideration of learning the targeted lessons. It is essential for inter-sex individuals in a learning environment that reflects the potential mitigation of stereotypes and physique as a reflection of inter-sex inclusive education to avoid infanticide as illustrated in **Figure 5**.

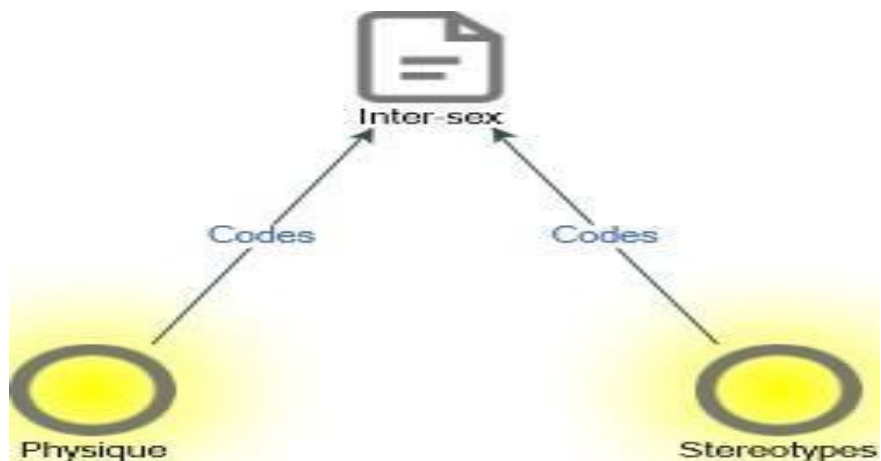


Figure 5. Physique and stereotypes (NVivo Software 12).

Similarly, the role of expression influences inter-sex education and provides for the examination of quality teaching with the association of social isolation of inter-sex. The findings of the research in the form of codes and thematic analysis provide an effective relationship between infanticide sex and the expression that guides inclusive education with quality teaching. This implies the role of inter-sex codes in the

adequate outcome of inclusive education, which may support inter-sex education as part of the learning process. Behavioural expression is the real issue for the inter-sex to demonstrate similar attitudes in the learning environment provided through the policy management of inclusive education as illustrated in **Figure 6**. This reflects the critical categories of infanticide and includes the role of behaviourism theory.

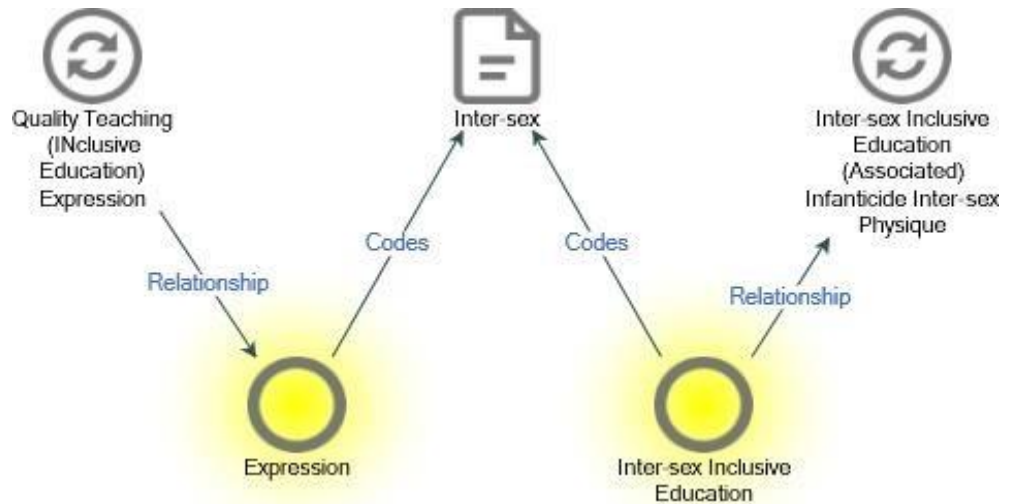


Figure 6. Expression and Inter-sex inclusive education (NVivo Software 12).

The results from the primary and secondary data sources suggest that inclusive inter-sex education minimises expression and physique. These factors are connected to societal stereotyping, with expression playing a crucial part in inclusive education for intersex people to have a better chance of surviving. Regarding the demands for contextualised actions that might support inclusive education policies with practical tools and monitoring through management, the idea of inter-sex social isolation is a literary work. The concept of inter-sex is new in terms of the requirements for contextualised measures that may support inclusive education policies with valuable tools and monitoring through management. These elements of inter-sex education curb measures for the infanticide features of treating inter-sex as a separate and isolated group of people from a shared society. Intersex social isolation has an offer for its implementation, and support calls for alignment with intersex people who require special assistance rather than infanticide measures. Through the management of policies, which direct the management of crucial components of inclusive intersex education, the disproportionate case of facilities with inter-sex inclusivity is revealed. Stereotypes, practical instruction, parental values, facial expressions, physical characteristics, and the use of intersex as an infanticide defence mechanism are some of these factors.

The findings indicate that reducing social isolation can significantly enhance educational outcomes for intersex students. These insights advance the field by demonstrating the practical application of cognitive and behaviourist theories in crafting more effective inclusive education policies as illustrated in **Figure 7**.



Figure 7. Secondary research outcome (NVivo Software 12).

5. Limitations and future research

While this study provides valuable insights, it is limited by its qualitative nature and the sample size. Future research should consider quantitative approaches to validate the findings across broader populations. Further studies could also explore the longitudinal effects of inclusive policies on intersex students' academic and social success.

6. Conclusion

This study illuminates the significant impact of social isolation on intersex individuals, revealing that these experiences deeply affect their educational opportunities and well-being. The findings underscore the urgent need for inclusive education policies that are responsive to the unique challenges faced by intersex students, promoting an environment where social isolation is mitigated and educational equality is prioritised.

Furthermore, our research aligns with existing studies, such as those by Dumitru et al. (2023), emphasising the necessity of inclusive policies for marginalised groups. This reinforces our argument for targeted policy interventions that can foster a supportive educational landscape for all students, regardless of their sex characteristics. However, the study's scope and qualitative approach present limitations, highlighting the need for further research incorporating broader geographic samples and quantitative methods to enhance the generalizability of the findings. Future studies should aim to quantify the effects of specific inclusive policies on educational outcomes for intersex individuals, providing a data-driven foundation for policy reform. By advancing our understanding of the intersection between intersex identity and educational inclusivity, this study contributes crucial insights for policymakers, educators, and advocates striving to create equitable educational environments.

Author contributions: Conceptualization, HI and HMA; software, HI; validation, HI, HMA; investigation, CKM; resources, HMA; data curation CKM; writing—original draft preparation, HI; writing—review and editing, HMA; visualization, CKM; supervision, HMA; project administration, HMA; funding acquisition, HI. All authors have read and agreed to the published version of the manuscript.

Conflict of interest: The authors declare no conflict of interest.

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