

Inclusive Education and Students' Academic Performance in Government-Aided Secondary Schools in Bulu Sub-County, Butambala District, Uganda

Ssenyonjo Isima

Student

Abstract

This study examines the relationship between inclusive education and students' academic performance in Government-Aided secondary schools in Bulu Sub-County, Butambala District, Uganda. Specifically, the study was directed by these objectives; i) To examine the relationship between socio-economic factors and students' academic performance, ii) To examine the relationship between school based environmental facilities and students' academic performance, and iii) To examine the relationship between teachers' instructional strategies and students' academic performance in government-aided secondary schools in Bulu Sub-County, Butambala district. The study assumed a correlational research design with only a quantitative approach. A sample of 40 people was taken into account comprising of school administrators and teachers from 2 designated government-aided secondary schools in the sub-county. A correlation and descriptive analysis were engaged to give answers to the study phenomenon. The study discovered a strong positive and significant association between socio-economic factors and students' academic performance in government-aided secondary schools in Bulu Sub-county, Butambala district. The study also discovered a very strong positive and significant association between school based environmental facilities and students' academic performance in government-aided secondary schools in Bulu Sub-county, Butambala district. Further, the study also discovered a strong positive and significant association between teachers' instructional strategies and students' academic performance in government-aided secondary schools in Bulu Sub-county, Butambala district. As a result, the study concludes that inclusive education in terms of socio-economic factors, school based environmental facilities, and teachers' instructional strategies is statistically and significantly associated with students' academic performance in that an improvement in the different aspects of inclusive education resultantly leads to an enhancement in students' academic performance in government-aided secondary schools in Bulu Sub-county, Butambala district. The study recommends that the school administrators should create a supportive, equitable, and high-performing learning environment for all students, focusing on differentiated instruction, teacher training, accessibility, and student support services which leads to better academic performance and long-term success for every learner in government-aided secondary schools in Bulu Sub-county, Butambala district.

Keywords: Inclusive Education, Socio-Economic Factors, School Based Environmental Facilities, Teachers' Instructional Strategies, Students' Academic Performance, and Government-Aided Secondary School.

Introduction

This study aims at examining the relationship between inclusive education and students' academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district, Uganda.

Historical Perspective

Globally, inclusive education has evolved overtime, transforming the way students with different learning requirements are integrated into conventional education which significantly influences these students' overall academic performance in the different school settings and countries (Ainscow, 2020). During the late 20th century, the Salamanca Statement (1994) by UNESCO was a landmark in advocating for inclusive education, calling for the full incorporation of learners with disabilities into regular schools. Many countries reformed their education systems to promote inclusive policies, recognizing that students perform better academically when given access to diverse, supportive learning environments leading to improved social skills, and better self-esteem for both students with and without disabilities (Szumski, Smogorzewska & Karwowski, 2017).

Theoretical Perspective

The study was steered by the Ecological Systems Theory proposed by Bronfenbrenner in 1979. The theory emphasizes the importance of understanding human development within the context of the multiple environments or systems in which individuals interact. This theory suggests that development (including academic performance) is influenced by interactions between the individual and their environments, which are organized in nested layers or systems from family to school and society (Ettekal & Mahoney, 2017). In the perspective of inclusive education and students' academic performance, the principles of the Ecological Systems Theory highlight how various environmental systems influence the success of all learners, together with those with disabilities or special needs (Zvoch & Stevens, 2015). El Zaatari and Maalouf (2022) argue that a supportive school climate, teacher attitude, parental involvement, inclusive policies, and community engagement enhance learning opportunities for all students which resultantly influences students' academic performance. For that reason, this theory was applicable to this study as it provided a link between inclusive education aspects and students' academic performance.

Contextual Perspective

The study was undertaken from government-aided secondary schools in Bulo Sub-county, Butambala district examining the relationship between inclusive education and students' academic performance. This case study was piloted due to the limited research undertaken in the area related to inclusive education and students' academic performance in government-aided secondary schools. Additionally, Bulo sub-county in Butambala district was covered as a result of increased poor student academic performance specified by a deterioration in the students' performance in UCE examinations from 74.1% in 2019 to 68.4% in 2021 of the learners who excelled in first and second grades in government-aided secondary schools in the sub-county (Butambala District Local Government, 2022).

Conceptual Perspective

Inclusive education is an educational tactic that ensures all learners, regardless of their abilities, disabilities, backgrounds, or learning needs, have equivalent admittance to quality education in mainstream schools which promotes diversity, equity, and participation by providing necessary support,

accommodations, and modifications to enable every learner to succeed in the same learning environment (Ajuwon, 2018). Students' academic performance denotes the level of success a learner achieves in their educational pursuits, typically evaluated through assessments, grades, test scores, and overall comprehension of academic subjects reflecting a student's ability to meet learning objectives, apply knowledge, and demonstrate skills in various subjects (Tadese, Yeshaneh & Mulu, 2022). In perspective to this study, inclusive education was hypothesized in forms of socio-economic factors, school based environmental facilities, and teachers' instructional strategies, while students' academic performance was hypothesized in forms of completion of assignments, grades and scores, class participation, subject proficiency, communication skills, and critical thinking and problem solving abilities.

Statement of the problem

The government in Uganda through the Ministry of Education and Sports has put in place several policies aimed at achieving inclusive and equitable education for all as stipulated in the Sustainable Development Goal 4 as well as to improve the students' academic performance in the various districts in the country. For example, the Universal Secondary Education (USE) policy and the National Inclusive Education policy have been instigated with the interest of offering education for All and free education to learners at the secondary education level as well as to improve access and retention of learners with disabilities in mainstream schools, to positively impact student academic performance by fostering peer learning, improving confidence, and promoting social integration among different secondary schools in Uganda (Ministry of Education and Sports, 2018).

Though, regardless of all the notable efforts and policies, student academic performance in government-aided secondary schools in Butambala district continues to grapple branded with a deterioration in the student final examination grades, amplified learner absenteeism rates, and inadequate participation in classroom activities among others (Ssempebwa & Kamukama, 2022). Evidence shows a deterioration in the students' performance in UCE examinations from 74.1% in 2019 to 68.4% in 2021 of the learners who excelled in first and second grades in government-aided secondary schools in Bulo Sub-county, Butambala district (Butambala District Local Government, 2022). This has consequently led to amplified learner dropouts, limited future educational opportunities, and reduced career opportunities and employment challenges due to poor student academic performance. Therefore, it is up to this that this study examined the relationship between inclusive education and students' academic performance in government-aided secondary schools in Bulo sub-county, Butambala district.

Objectives of the Study

General Objective

The overall objective of this study is to examine the relationship between inclusive education and students' academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district.

Specific Objectives

1. To examine the relationship between socio-economic factors and students' academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district.
2. To examine the relationship between school based environmental facilities and students' academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district.

- To examine the relationship between teachers' instructional strategies and students' academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district.

Study Hypotheses

The specific objectives were steered by the succeeding alternative hypotheses;

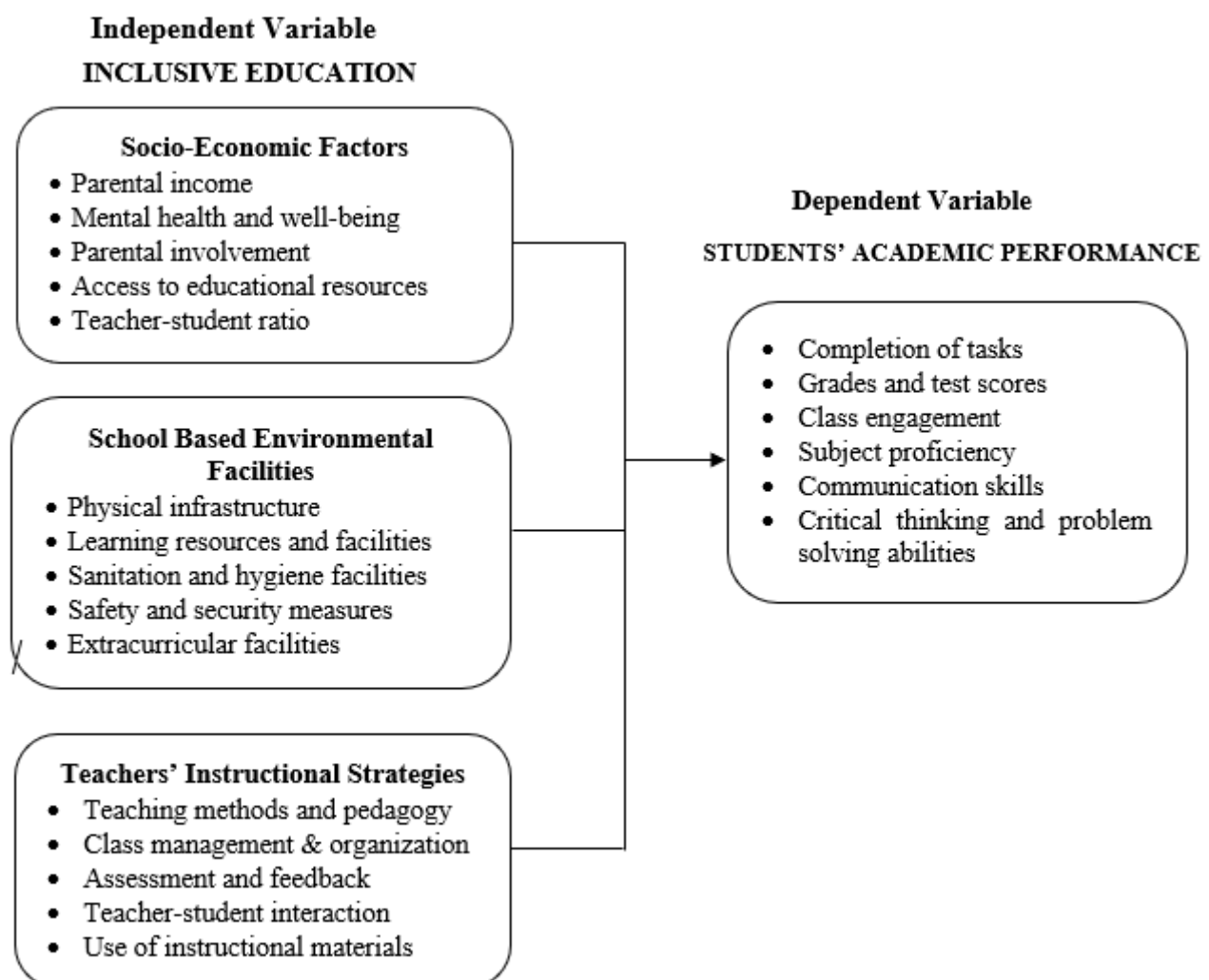
Ha1: There is a statistically significant relationship between socio-economic factors and students' academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district.

Ha2: There is a statistically significant relationship between school based environmental facilities and students' academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district.

Ha3: There is a statistically significant relationship between teachers' instructional strategies and students' academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district.

Conceptual Framework

The conceptual framework displays an illustrative diagram on the linkage between Inclusive Education and Students' Academic Performance.



Literature Review

Inclusive Education and Students' Academic Performance

Inclusive education has a profound impact on student academic performance, benefiting not only students with disabilities or special needs but all learners in the classroom. This educational approach, which promotes the incorporation of learners from various backgrounds and abilities into conventional education, influences academic achievement in several ways. According to Ugwu and Onukwufor (2018) inclusive education encourages the use of varied teaching strategies to cater to the different learning styles of all learners. These include differentiated instruction, collaborative learning, and the use of technology, which helps in making learning accessible to everyone. The authors argue that students learn from each other, particularly when they collaborate on group tasks. For instance, students with disabilities benefit from observing their peers, while typically developing students learn empathy and improve their social skills, which also resultantly leads to improved student academic performance (Ugwu & Onukwufor, 2018).

Inclusive education often involves personalized support for students with special needs, such as tailored teaching methods, additional resources, and assistive technologies. This support helps students meet educational standards and perform better in assessments. Inclusive education also emphasizes not only academic performance but also social and emotional growth. When students feel supported and valued, they are more likely to excel academically (Alshutwi, Ahmad & Lee, 2020). In addition, the authors assert that students with special needs can benefit from interactions with their colleagues, which helps build social skills and confidence. This emotional development enhances their focus, motivation, and resilience, all of which contribute to improved students' academic performance (Alshutwi et al., 2020).

A study by Bernardo, Cornejo, Lazaro, Monares, Roman and Bernas (2024) found that school based environmental facilities as a dimension of inclusive education have a positive and significant relationship with students' academic performance in selected senior high school students at Tanauan City College, Tanauan City, Batangas, Philippines. The authors posit that schools with clean, functional, and well-maintained buildings are more conducive to learning. Broken furniture, damaged facilities, or lack of proper sanitation can create discomfort and distractions for students, lowering their academic performance (Bernardo et al., 2024). Additionally, the authors argued that schools that provide outdoor play areas, sports facilities, and green spaces help students develop physically and mentally. Physical activity has been shown to improve cognitive functions, reduce stress, and increase focus, all of which positively influence students' academic performance (Bernardo et al., 2024).

According to Mutanga (2017) inclusive classrooms bring together students with varied perspectives, leading to richer classroom discussions, deeper understanding, and improved critical thinking. The author asserts that group work and collaborative tasks foster an environment where students with varying abilities contribute, learn from each other, and develop stronger critical thinking and problem-solving skills, which teamwork enhances students' academic performance (Mutanga, 2017). In addition, Angwaomaodoko (2023) argued that the incorporation of students with disabilities into conventional education enhances social inclusion. As students interact with a more diverse group, their social development improves, which in turn positively impacts their academic performance.

Inclusive education positively influences student academic performance by building a diverse and compassionate learning atmosphere where all learners, irrespective of their background or abilities, can thrive. It enhances engagement, promotes social and emotional development, reduces stigma, and provides personalized support, leading to better academic outcomes for all learners. By embracing diversity in the classroom, inclusive education prepares students for a more inclusive society and better academic success

(Chinasa & Adeyinka, 2024). The authors argued that inclusive education constitutes of socio-economic factors which significantly impact student academic performance. These factors ranging from family income and parental education to housing conditions and access to resources can either support or hinder a student's ability to succeed academically (Chinasa & Adeyinka, 2024). Additionally, Ayse and Mehmet (2021) postulated that students from higher socioeconomic backgrounds often have better access to learning materials such as textbooks, computers, internet access, and tutoring services. This access allows students to complete assignments, conduct research, and study more effectively, contributing to better academic performance.

A study by Brown and Babo (2017) found out that non-cognitive aspects such as learner attitude have a positive and significant relationship with university science students' academic performance in United States. The study shows that a quiet, well-equipped, and stable home environment is conducive to learning. Students in low-income households may face distractions such as overcrowded living conditions, lack of quiet spaces to study, or interruptions from family members who are also coping with financial or emotional stress. These factors can negatively affect students' focus and academic performance. Additionally, the authors argued that students from lower socio-economic families regularly experience higher levels of stress due to financial instability, housing insecurity, or family-related issues. Chronic stress can negatively impact students' cognitive functions, memory, and concentration, which are crucial for students' academic success (Brown & Babo, 2017).

Inclusive education involves the provision of school-based environmental facilities to all students including infrastructure, resources, and overall school climate as these play a substantial role in shaping learners' academic performance by influencing both the learning process and overall well-being of students. A well-designed classroom with sufficient space and appropriate seating arrangements can enhance student concentration and engagement. Crowded, disorganized classrooms can lead to distractions and hinder learning, which negatively affects students' academic performance (Alasim, 2018). The author also asserts that the availability of textbooks, computers, internet access, and other learning tools is essential for student success. Schools with a well-stocked library, science labs, and access to digital resources offer students better opportunities to explore, learn, and excel, resultantly influencing and improvement in students' academic performance (Alasim, 2018). Additionally, Alegre de la Rosa and Angulo (2019) argued that students perform better academically when they feel safe at school. Adequate safety measures, such as secure school buildings, anti-bullying policies, and well-trained security staff, promote a positive and conducive environment for learning. The authors also assert that a safe environment minimizes distractions and disruptions, allowing students to focus on learning. When students feel threatened or anxious due to unsafe school surroundings, it negatively impacts their ability to concentrate and succeed academically (Alegre de la Rosa & Angulo, 2019).

Teachers' instructional strategies are fundamental in inclusive education as these play a pivotal part in shaping student academic performance. The methods, approaches, and techniques that educators use to deliver lessons, engage students, and assess understanding can have significant effects on student performance outcomes (King & Ryan, 2019). The authors argued that differentiated instruction involves modifying teaching methods to accommodate students' varying learning styles, abilities, and interests. By offering different levels of challenge, grouping students appropriately, and providing varied materials, teachers can meet the diverse necessities of all students plus those with special needs. This personalized approach leads to improved understanding, engagement, and overall students' academic achievement (King & Ryan, 2019).

Methodology**Research Design**

This study assumed a correlational research design with only a quantitative approach. A correlational research design concentrates on examining for a relationship between variables in a particular population (Kassu, 2019). Therefore, this design facilitated the scholar in investigating the relationship between inclusive education and students' academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district. A quantitative approach was fundamental in obtaining information in numerical form that was accommodated to offer an understanding to the study aspects.

Target Population and Sample Size

The study looked at a target population of 6 government-aided secondary schools in Bulo Sub-county, Butambala district (Butambala District Local Government, 2022). However, as a result of limited time the scholar concentrated on 2 government-aided secondary schools from which a sample was obtained to participate in the study. The study utilized a sample size of 40 people consisting of a sum of 10 school administrators and 30 teachers chosen from two selected government-aided secondary schools in Bulo Sub-county, Butambala district to provide the quantitative data utilized to provide solutions to the study objectives.

Sampling Procedure

The scholar employed simple random sampling to pick people who were involved in the study. Simple random sampling was engaged to choose school administrators and teachers from various government-aided secondary schools to be involved in the study so as to give quantitative data. Simple random sampling offers an equal chance of selection to every person in the study population to be included in the study sample (Elfil & Negida, 2017).

Data Collection Methods**Questionnaire Survey Method**

A questionnaire survey method is a way of acquiring information from people through a number of questions used for collecting the required information (Mathiyazhagan, 2018). The method was vibrant so as to obtain sufficient information which certified the comparability of data using understandable well-aligned questions. Consequently, this method was engaged as it aided the scholar in obtaining and collecting quantitative data from the people in the shortest time possible.

Data Collection Instruments**Structured Questionnaire**

A structured questionnaire is an instrument used to gather information from individuals consisting of closed-ended question with responses from which individuals are necessitated to pick the most appropriate (Acheung, 2014). The researcher engaged structured questionnaires to gather quantitative data from both school administrators and teachers which consisted of closed-ended questions and predetermined answers that were self-given to participants in the various selected government-aided secondary schools in Bulo Sub-county, Butambala district. The structured questionnaires were engaged as they involve little time and accumulate a lot of information on the concept under study.

Data Analysis

Quantitative data analysis facilitates the scholar to assess, scrutinize and comprehend a concept by running statistical tests and descriptive analytics. The study utilized both descriptive and correlation analysis

approaches in evaluating the quantifiable primary data gathered. Descriptive analysis was employed to analyze people's bio-data presented as percentages and frequency counts. To analyze the association between the dependent and independent variables, Spearman's Rank correlation analysis was engaged to provide an empirical evidence on the study objectives and hypotheses at a 0.01 level of significance. Spearman's Rank Correlation evaluates the association between two nominal or ordinal variables (Jerrold, 2016).

Ethical Consideration

Before conducting the study, the scholar attained an introductory letter from Islamic University in Uganda as a necessity for gaining clearance from authorities in the various schools to carry out the study in their premises. The scholar also first sought for participants' consensus to be involved in the study before questionnaires were given to them and the objective of the study was clearly explained to the participants at the start of the survey. Additionally, the scholar took care of participants' confidentiality and information provided since this is a necessary ethical criterion in research.

Study Findings

The findings in this segment include the descriptive analytics on the demographics of individuals and correlation statistics to provide solutions to the study objectives.

Findings on the Demographic Compositions of Respondents

The study gaged the demographics of individuals who were involved in the study from various selected government-aided secondary schools in Bulu Sub-county, Butambala district and the results are shown in Table 1;

Table 1: Demographic Composition of Respondents

Demographic Composition			
Category	Items	Frequency	Percentage
Gender	Male	24	60.0
	Female	16	40.0
	Total	40	100.0
Age Groupings	25-30 years	4	10.0
	31-35 years	10	25.0
	36-40 years	8	20.0
	Above 40 years	18	45.0
	Total	40	100.0
Education Level	Certificate	1	2.5
	Diploma	4	10.0
	Bachelors	25	62.5
	Masters	10	25.0
	Total	40	100.0
Marital Status	Single	16	40.0
	Married	24	60.0
	Total	40	100.0
Period of Work	1-3 years	8	20.0
	4-5 years	13	32.5

	Above 5 years	19	47.5
	Total	40	100.0

Source: Field data (2025)

The results in Table 1 show that majority of the individuals 24 (60.0%) were males and the least proportion 16 (40.0%) of the individuals were females. The study also showed that a bigger proportion 18 (45.0%) of the individuals were aged above 40 years, followed by 10 (25.0%) of the individuals who were aged 31-35 years, then 8 (20.0%) of the individuals who were aged 36-40 years, and the least proportion 4 (10.0%) of the individuals were aged 25-30 years.

Additionally, the study findings showed that majority 25 (62.5%) of the individuals had reached a bachelor's education level, followed by 10 (25.0%) of the individuals who had reached a masters' education level, then 4 (10.0%) of the individuals who had reached a diploma education level, and the least proportion 1 (2.5%) of the individuals had reached a certificate education level. The study findings further showed that majority 24 (60.0%) of the individuals were married and the least proportion 16 (40.0%) of the individuals were single.

In regards to the period of work, the study results revealed that the bigger proportion 19 (47.5%) of the individuals had worked with the respective school for a period of over 5 years, followed by 13 (32.5%) of the individuals who had worked with the respective school for a period of 4-5 years, and the least proportion 8 (20.0%) of the individuals had worked with the respective school for a period of 1-3 years.

Findings on the Objectives of the Study

This section shows the findings according to the specific objectives of the study.

Relationship between Socio-Economic Factors and Students' Academic Performance in Government-Aided Secondary Schools in Bulo Sub-County, Butambala District

The study pursued to examine the relationship between socio-economic factors and students' academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district. The relationship was analyzed using Spearman's Rank correlation analysis and the findings are shown in Table 2.

Table 2: Correlation Analysis between Socio-Economic Factors and Students' Academic Performance in Government-Aided Secondary Schools in Bulo Sub-County, Butambala District

		Socio-Economic Factors	Students' Academic Performance
Socio-Economic Factors	Spearman's Correlation Coefficient	1.000	.581**
	Sig. (2-tailed)	.	.001
	N	40	40
Students' Academic Performance	Spearman's Correlation Coefficient	.581**	1.000
	Sig. (2-tailed)	.001	.
	N	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field data (2025)

The study findings in Table 2 showed that there is a strong positive and significant relationship between socio-economic factors and students' academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district ($r = 0.581$, $P\text{-value} = 0.001$) at a 0.01 level of significance. The study findings suggest that an improvement in socio-economic factors strongly and significantly leads to an enhancement in students' academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district.

Relationship between School Based Environmental Facilities and Students' Academic Performance in Government-Aided Secondary Schools in Bulo Sub-County, Butambala District

The study also pursued to examine the relationship between school based environmental facilities and students' academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district. The relationship was evaluated using Spearman's Rank correlation analysis and the results are shown in Table 3.

Table 3: Correlation Analysis between School Based Environmental Facilities and Students' Academic Performance in Government-Aided Secondary Schools in Bulo Sub-County, Butambala District

District			School Based Environmental Facilities	Students' Academic Performance
School Based Environmental Facilities	Spearman's Correlation Coefficient		1.000	.760**
	Sig. (2-tailed)		.	.000
	N		40	40
Students' Academic Performance	Spearman's Correlation Coefficient		.760**	1.000
	Sig. (2-tailed)		.000	.
	N		40	40

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field data (2025)

The study findings in Table 3 showed that there is a very strong positive and significant relationship between school based environmental facilities and students' academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district ($r = 0.760$, $P\text{-value} = 0.000$) at a 0.01 level of significance. The study findings suggest that an improvement in school based environmental facilities substantially and significantly leads to an enhancement in students' academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district.

Relationship between Teachers' Instructional Strategies and Students' Academic Performance in Government-Aided Secondary Schools in Bulo Sub-County, Butambala District

The study further pursued to examine the relationship between teachers' instructional strategies and students' academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district. The relationship was scrutinized using Spearman's Rank correlation analysis and the results are shown in Table 4.

Table 4: Correlation Analysis between Teachers’ Instructional Strategies and Students’ Academic Performance in Government-Aided Secondary Schools in Bulo Sub-County, Butambala District

		Teachers’ Instructional Strategies	Students’ Academic Performance
Teachers’ Instructional Strategies	Spearman’s Correlation Coefficient	1.000	.688**
	Sig. (2-tailed)	.	.000
	N	40	40
Students’ Academic Performance	Spearman’s Correlation Coefficient	.688**	1.000
	Sig. (2-tailed)	.000	.
	N	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field data (2025)

The study findings in Table 4 shown that there is a strong positive and significant relationship between teachers’ instructional strategies and students’ academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district ($r = 0.688$, $P\text{-value} = 0.000$) at a 0.01 level of significance. The study findings suggest that an improvement in teachers’ instructional strategies considerably and significantly leads to an enhancement in students’ academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district.

Conclusion

The study concludes that inclusive education including socio-economic factors, school based environmental facilities, and teachers’ instructional strategies is statistically and significantly associated with students’ academic performance in that an improvement in the various aspects of inclusive education resultantly leads to an enhancement in students’ academic performance in government-aided secondary schools in Bulo Sub-county, Butambala district.

Recommendations

The study recommends that the school administrators should create a supportive, equitable, and high-performing learning environment for all students, focusing on differentiated instruction, teacher training, accessibility, and student support services which leads to better academic performance and long-term success for every learner in government-aided secondary schools in Bulo Sub-county, Butambala district. The study also recommends that school administrators should create a healthier, safer, and more engaging learning environment that directly enhances students’ academic performance through investing in modern classrooms, clean water, technology, and recreational facilities which lead to better concentration, reduced absenteeism, and improved overall student success in government-aided secondary schools in Bulo Sub-county, Butambala district.

References

1. Acheung, A. K. (2014). *Structured Questionnaires*. Dordrecht: Springer. Retrieved from https://link.springer.com/referenceworkentry/10.1007%2F978-94-007-0753-5_2888

2. Ainscow, M. (2020). Promoting Inclusion and Equity in Education: Lessons from International Experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7-16.
3. Ajuwon, M. P. (2018). Inclusive Education for Students with Disabilities in Nigeria: Benefits, Challenges and Policy Implications. *International Journal of Special Education*, 23(1), 12-17.
4. Alasim, K. N. (2018). Participation and Interaction of Deaf and Hard-of-Hearing Students in Inclusion Classroom. *International Journal of Special Education*, 33(2), 1-14.
5. Alegre de la Rosa, O. M. A. & Angulo, L. M. V. (2019). Attitudes of Children with Hearing Loss Towards Public Inclusive Education. *Education Sciences*, 9(3), 224-244.
6. Alshutwi, S. M., Ahmad, A. C., & Lee, L. W. (2020). The Impact of Inclusion Setting on the Academic Performance, Social Interaction and Self-Esteem of Deaf and Hard of Hearing Students: Systematic Review and Meta-Analysis. *International Journal of Learning, Teaching and Educational Research*, 19(10), 106-121.
7. Angwaomaodoko, E. A. (2023). The Challenges and Opportunities of Inclusive Education in Nigeria: Path of Science. *International Electronic Scientific Journal*, 9(7), 101-109.
8. Ayse, N. K. & Mehmet, K. (2021). Academic and Social Effects of Inclusion on Students without Disabilities: A Review of the Literature. *Journal on Education Sciences*, 11(1), 1-16.
9. Bernardo, M. A. D., Cornejo, R. T., Lazaro, S. A. M., Monares, L. V. E., Roman, J. R., & Bernas, R. F. (2024). *Inclusive Education, Students' Motivation and Academic Performance of the Selected Senior High School Students in Tanauan City College, Tanauan City, Batangas, Philippines*. Tanauan City, Philippines: ResearchGate.
10. Brown, J. E. & Babo, G. (2017). The Influence of Placement in an Inclusive Classroom on the Academic Performance of Non-disabled Eleventh Grade Students in a Suburban New Jersey School District. *Education Leadership Review of Doctoral Research*, 5(1), 523-538.
11. Butambala District Local Government. (2022). *Butambala District Local Government Education Performance Report 2021*. Kampala, Uganda: Butambala District Local Government.
12. Chinasa, O. M. & Adeyinka, O. (2024). Impact of Inclusive Education on the Academic Performance of Students with Disabilities in Learning. *International Journal of Childhood, Counselling, and Special Education*, 6(1), 23-41.
13. El Zaatari, W. & Maalouf, I. (2022). How the Bronfenbrenner Bio-ecological System Theory Explains the Development of Students' Sense of Belonging to School? *Journal of Public Health Issues and Practices*, 12(4), 170-178.
14. Elfil, M. & Negida, A. (2017). Sampling Methods in Clinical Research: An Educational Review. *Journal of Academic Emergency Medicine*, 5(1), 52-69.
15. Ettekal, A. & Mahoney, J. L. (2017). *Ecological Systems Theory*. Texas, America: SAGE.
16. Jerrold, H. (2016). *Encyclopida of Biostatistics: Spearman's Rank Correlation*. Berkshire: Open University Press.
17. Kassu, J. S. (2019). *Research Design and Methodology*. London, United Kingdom: IntechOpen Limited.
18. King, N. & Ryan, B. J. (2019). The Impact of social Inclusion on the Social Development of Students with a General Learning Difficulty in Postprimary Education in Ireland. *Education Research International*, 19(1), 107-126.
19. Mathiyazhagan, T. (2018). *Survey Research Method*. New Delhi: National Institute of Family & Welfare.

20. Ministry of Education and Sports. (2018). *Education System in Uganda: Policies and Regulations* . Kampala: Government of the Republic of Uganda.
21. Mutanga, O. (2017). Inclusion of Students with Disabilities in South African Higher Education. *International Journal of Disability, Development and Education*, 65(2), 229-242.
22. Ssempebwa, J. & Kamukama, S. (2022). Assessment of Student Performance and the Way Forward in Government-Aided Schools in Uganda: A Case Study of Schools in Butambala District . *East African Journal of Interdisciplinary Studies*, 2(1), 256-273.
23. Szumski, G., Smogorzewska, J., & Karwowski, M. (2017). Academic Achievement of Students without Special Educational Needs in inclusive Classrooms: A Meta-Analysis. *Educational Research Review*, 21(1), 33-54.
24. Tadese, M., Yeshaneh, A. & Mulu, G. B. (2022). Determinants of Good Academic Performance among University Students in Ethiopia: A Cross-sectional Study. *BMC Journal on Medical Education*, 22, 395.
25. Ugwu, C. & Onukwufor, O. (2018). Investigation of principals' Attitude Towards Inclusion of Special Needs Students in Public and Private Secondary Schools in River State, Nigeria. *American Journal of Applied Psychology*, 6(1), 101-117.
26. Zvoch, K., & Stevens, J. J. (2015). Ecological theory and inclusive education: An examination of the impact of classroom ecology on student engagement and academic achievement. *Journal of Educational Research*, 108(5), 398–411. <https://doi.org/10.1080/00220671.2014.886175>