

Appreciation and Admonitions amongst Consumers towards AI Generated Content against Human Centric Marketing as Advertising Strategies in Quick Commerce and Food Delivery Platforms: Finding a Middle Path?

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ABSTRACT

This study investigates the effectiveness of inclusive education practices in improving the academic achievement of students with special needs. A mixed-methods approach was adopted to gain a comprehensive understanding of the impact of inclusive strategies in classroom settings. The participants included teachers working in inclusive classrooms and students with diverse learning needs.

Data were collected through questionnaires, classroom observations, and interviews. Quantitative data were analyzed using basic statistical methods, while qualitative data were examined through thematic analysis. The findings indicate that inclusive practices such as differentiated instruction, use of assistive technologies, collaborative teaching, and assessment accommodations positively influence students' academic performance and classroom participation.

The study also reveals that teacher training, availability of appropriate resources, and administrative support play a crucial role in the successful implementation of inclusive education. Teachers who received professional development in inclusive practices were more confident and effective in addressing diverse learning needs.

Overall, the results suggest that inclusive education fosters not only academic improvement but also social inclusion and equal learning opportunities for all students. The study concludes that strengthening teacher training programs and providing adequate support systems are essential for enhancing the effectiveness of inclusive education practices.

Keywords: Inclusive education, academic achievement, special needs students, teacher training, differentiated instruction

CHAPTER 1

1.1 INTRODUCTION

The purpose of this study is to find out the effectiveness of inclusive education practices in promoting

academic achievement among students with special needs. This chapter begins with the background of the study which gives an overview of the importance of inclusive education in schools. Next, it further explains the problem statement, followed by the purpose of this study. This leads to the research objectives and research questions. Then the conceptual framework and the significance of this study are presented. The limitation of the study is also discussed in this chapter. Finally, the last section defines the terms as operationalized in this study.

1.2 BACKGROUND OF THE STUDY

Inclusion in education refers to including all students to equal access to equal opportunities of education and learning. It arose in the context of special education with an individualized education program or 504 plan, and is built on the notion that it is more effective for students with special needs to have the said mixed experience for them to be more successful in social interactions leading to further success in life. Inclusive education models are brought into force by educational administrators with the intention of moving away from seclusion models of special education to the fullest extent practical, the idea being that it is to the social benefit of general education students and special education students alike, with the more able students serving as peer models and those less able serving as motivation for general education students to learn empathy.

Richard Wilkinson and Kate Pickett wrote, "Student performance and behaviour in educational tasks can be profoundly affected by the way we feel, we are seen and judged by others. When we expect to be viewed as inferior, our abilities seem to diminish". This is why the United Nations Sustainable Development Goal 4 recognizes the need for adequate physical infrastructures and the need for safe, inclusive learning environments.

The historical background can be taken from US where individuals with disabilities were denied normal schooling were now able to get equal educational opportunities.

Example can also be taken of Syracuse University, New York which is very popular in providing participatory learning, cooperative learning and inclusive classrooms.

Inclusion is about the child's right to participate and the school's duty to accept the child. The US Supreme Court's *Brown vs. the Board of Education* (1954) decision led to the formation of Federal Law (1975) now known as Individuals with Disabilities Education (Improvement) Act (IDEIA) is an example which can be referred here.

UNESCO – Global Education Monitoring Report suggests to start inclusive education Right from the Start: build inclusive society through inclusive early childhood education (Kindergarten).

In India inclusive education is a new approach to education that emphasises access to education under one roof for traditionally excluded groups – especially children with and without disabilities and those who speak minority languages etc. Among the many things that have caught public attention in the National Education Policy 2020, one theme revolves around the concept of inclusion and equity. The NEP 2020 envisages equitable and inclusive education for all, not only children and youth but especially girls. But still here the situation is not that favourable. Admission of students with special need is decreasing with each passing year. Mostly it is limited to primary schools and only 9% complete.

As in Oman, the Ministry of Education provides several services for students with special education needs, including deaf learners, those with low IQ or intellectual disability, blind learners, those with learning disabilities/difficulties or speaking and language disorders, and talented students.

Sultanate of Oman is seeking to integrate persons with disabilities into mainstream schools. A policy encourages integration by establishing special classes in regular schools and providing support teachers in

regular classes.

Although there are special Education schools but number of enrolled students in such schools has declined due to the increasing awareness of parents as they seek to integrate their children in basic education schools.

1.3 PROBLEM STATEMENT

Despite the widespread adoption of inclusive education practices aimed at integrating students with special needs into general education classrooms, there is insufficient empirical evidence on the effectiveness of these practices in promoting academic achievement. While inclusive education is intended to provide equal opportunities for students with special needs, it remains unclear how various elements—such as differentiated instruction, teacher preparedness, classroom environment, and available resources—contribute to the academic outcomes of these students compared to their peers in specialized or segregated settings. Furthermore, the variability in the implementation of inclusive practices across schools and regions presents challenges in measuring their true impact. This study seeks to examine how inclusive education practices influence the academic achievement of students with special needs, identifying the key factors that enhance or hinder their learning experiences.

Even though there is a growth in implementation of inclusive education practices designed to integrate students with special needs into general education classrooms, there remains a lack of consensus regarding their effectiveness in fostering academic achievement. Many schools adopt inclusive strategies with the goal of improving outcomes for students with special needs, but limited empirical research exists to comprehensively assess how these practices influence their academic performance in comparison to their peers in segregated or specialized settings.

The findings will provide valuable insights for educators, policymakers, and school administrators to refine inclusive education strategies and improve academic outcomes for students with special needs.

1.4 PURPOSE OF THE STUDY

The main reason why I have taken this study is to find out what is the success rate of students with special needs in their academic achievements. As many students take admission at lower level but fewer go for higher studies.

So this study will focus to find out that whether students are benefitted with normal schools or need is there to look deeper into this matter.

The Book “Postsecondary Educational Opportunities for Students with Special Education Needs” (2018) tries to find out various issues related to such children.

It is argued that focusing only on some students, rather than on all, is contrary to the principles of inclusive education. At the same time, given the emphasis of inclusion on enabling the participation for all students, it is argued that more research needs to adopt collaborative approaches that set out to change thinking and practice in the field. Illustrative examples from articles that used such approaches are discussed to highlight their potential benefits.

This study was proposed to simplify the existing norms related to inclusive education. It will approach to find out from the teachers and educators, what will be the best practices in order to help special need children so that, they really can get accommodated in the society and can become a productive members. How can the society be benefitted from their special talents which goes without recognition.

1.5 RESEARCH OBJECTIVES

To identify key inclusive education practices that most effectively support the academic achievement of students with special needs.

To assess the impact of teacher training and professional development on the academic success of students with special needs in inclusive classrooms.

To identify the challenges and barriers faced by teachers in implementing inclusive education practices and their effect on academic outcomes for students with special needs.

1.6 RESEARCH QUESTIONS:

1. What are the key inclusive education practices that support the academic achievement of students with special needs?
2. What is the impact of teacher training in this field on the academic success of students with special needs in inclusive classrooms?
3. What are the challenges faced by teachers in implementing inclusive education practices on academic outcomes of students with special needs?

1.7 CONCEPTUAL FRAMEWORK

According to the research topic (Examining the Effectiveness of Inclusive Education Practices in Promoting Academic Achievement among Students with special needs.), the conceptual framework is constructed. A conceptual framework illustrates the expected relationship between variables. It defines the relevant objectives for research process and maps out how they come together to draw coherent conclusions.

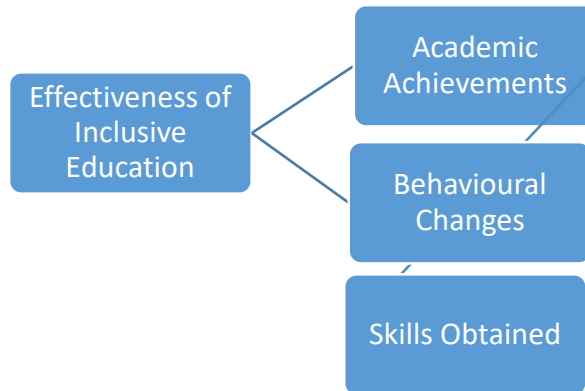


Figure 1.1: Conceptual Framework

The independent variable is the effectiveness of inclusive education which is the reason of academic achievements. So here we can consider academic achievements as the result or the dependent variable. As the inclusive education will be taken in schools at various levels academic achievements of the child with Special Needs will depend.

1.8 SIGNIFICANCE OF THE STUDY

This research will identify the gaps between the theory of inclusive education and the practical application as well as its benefits to the special child or CWD. The study will help identify which inclusive education practices are most effective in promoting academic achievement among students with special needs. Understanding these practices can guide teachers in adopting evidence-based methods to better support all students, particularly those with disabilities.

By evaluating the effectiveness of differentiated instruction, cooperative learning, peer support, and other strategies, the study can encourage the adoption of innovative and flexible teaching approaches that cater to diverse learning needs.

By examining how inclusive education practices impact their academic achievement, the research can advocate for more personalized and adaptive educational approaches.

1.9 Limitations of the study

Sample size being limited or the area of research will be confined a exact knowledge of the achievements will not be possible so results cannot be generalised.

The study may focus on certain types of disabilities (e.g., learning disabilities, autism spectrum disorder) and may not fully capture the experiences of students with other disabilities (e.g., physical disabilities, sensory impairments). This limitation could affect the results, as different disabilities may require different types of support in an inclusive setting.

Measuring academic achievement in a standardized way can be challenging for students with special needs.

1.10 Operational Definitions

1.10.1 Inclusive Education Practices –

Inclusive education practices refer to teaching strategies, methods, and classroom structures that aim to integrate students with special needs into general education classrooms and provide equitable opportunities for all students to learn.

1.10.2 Academic achievement –

Academic achievement refers to the measurable progress and performance of students in the academic domain.

1.10.3 Students with Special Needs –

Students with special needs refer to those who have documented disabilities that affect their learning and may require specific accommodations or modifications to the curriculum. Disabilities may include learning disabilities, autism spectrum disorder, emotional disturbances, speech or language impairments, intellectual disabilities, physical disabilities, or sensory impairments.

1.11 Summary

The study on "**Examining the Effectiveness of Inclusive Education Practices in Promoting Academic Achievement among Students with Special Needs**" aims to investigate how inclusive education practices impact the academic outcomes of students with special needs. This research will explore various dimensions of inclusive education, including differentiated instruction, collaborative teaching, peer support, and the use of assistive technologies, among others, to assess their influence on students' academic success.

Inclusive Education Practices: The study will examine the strategies and methods used to include students with special needs in general education classrooms. It will assess how practices like differentiated instruction, peer tutoring, and collaborative teaching impact academic achievement.

Academic Achievement: The primary outcome being measured is academic achievement, which will be assessed through grades, standardized test scores, skill mastery, and classroom engagement of students with special needs.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This part of my research will focus on the studies done before which supports my reason to do further research on the topic.

Inclusive education has emerged as a fundamental approach in contemporary educational systems worldwide, emphasizing the right of all students, regardless of their abilities or disabilities, to learn together in mainstream classrooms. The philosophy of inclusion aligns with international frameworks such as the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), which advocates for equitable access to quality education for students with special needs.

Despite the growing adoption of inclusive education, concerns remain about its effectiveness in fostering academic achievement among students with special needs. Academic achievement is a critical outcome as it reflects not only the acquisition of knowledge and skills but also students' potential for future success and independence. This study seeks to examine how inclusive education practices—such as differentiated instruction, collaborative teaching, and the use of assistive technologies—impact the academic performance of students with special needs in general education settings.

The significance of this study lies in its potential to inform educators, policymakers, and stakeholders about which inclusive practices most effectively support the academic progress of students with disabilities. By doing so, the research aims to contribute to improving educational equity and the overall quality of education for all learners.

2.2 RELATED THEORIES

2.2.1 Models of disability as distinguishing factor: a theoretical framework of inclusive education

This study reports on a newly developed framework of inclusive education, which sets out from three distinct models of disability (medical, relational, and social) and incorporates matching learning theories (behaviourist, cognitivist, and constructivist).

Following is the brief explanation of the Theories:

Behaviourist Theory

Primarily associated with B. F. Skinner, emphasizes that learning occurs through observable changes in behaviour resulting from interactions with the environment. According to this theory, behaviours are acquired and maintained through reinforcement, repetition, and conditioning.

In the context of **inclusive education**, Behaviourist Theory supports the idea that all students, including those with disabilities, can learn and develop appropriate academic and social behaviours when provided with structured instruction, clear expectations, and positive reinforcement. Teachers use strategies such as rewards, praise, modelling, and behaviour modification techniques to encourage desired learning outcomes.

When linked to the **Models of Disability**, Behaviourist Theory aligns most closely with the **Medical Model of Disability**, which focuses on identifying individual difficulties and providing targeted interventions to improve performance. Students with special educational needs may receive individualized instruction, skill-based training, and behavioural support to overcome learning challenges.

However, Behaviourist principles can also contribute to inclusive practices when used within a supportive classroom environment. By reinforcing participation, cooperation, and academic engagement, teachers can help create opportunities for students with diverse abilities to succeed alongside their peers.

Therefore, Behaviourist Theory provides a useful framework for understanding how systematic teaching methods and positive reinforcement can enhance the effectiveness of inclusive education and support the academic achievement of students with special need.

Cognitivist Theory

Focuses on the mental processes involved in learning, such as thinking, memory, perception, problem-solving, and information processing. Influenced by scholars such as Jean Piaget and Jerome Bruner, this theory views learners as active participants who construct knowledge through interaction with their environment.

In the context of inclusive education, Cognitivist Theory emphasizes that students learn differently based on their cognitive abilities, prior knowledge, and learning experiences. Inclusive classrooms should therefore provide differentiated instruction, scaffolding, and multiple learning opportunities to accommodate diverse learning needs. Teachers are encouraged to understand how students process information and adapt teaching strategies accordingly.

When related to the Models of Disability, Cognitivist Theory aligns particularly well with the Biopsychosocial Model of Disability. This model recognizes that learning outcomes are influenced not only by an individual's cognitive characteristics but also by psychological and environmental factors. Rather than focusing solely on impairments, educators consider how classroom supports, teaching methods, and learning environments can facilitate cognitive development and academic success.

In inclusive settings, Cognitivist Theory supports the use of individualized learning strategies, assistive technologies, visual aids, and collaborative learning experiences to help students with special educational needs access and process information effectively. By addressing diverse cognitive needs, inclusive education can promote meaningful participation and improve academic achievement for all learners.

Constructivist Theory

Proposes that learners actively construct knowledge through their experiences, interactions, and reflection rather than passively receiving information. Key contributors to this theory include Jean Piaget and Lev Vygotsky. Constructivism emphasizes that learning is a social and active process in which students build understanding by connecting new information to their existing knowledge.

In the context of inclusive education, Constructivist Theory supports the idea that all students, regardless of their abilities or disabilities, can learn effectively when they are actively engaged in meaningful learning experiences. Inclusive classrooms encourage collaboration, peer interaction, problem-solving activities, and differentiated instruction, allowing students with diverse learning needs to participate and contribute according to their strengths.

When linked to the Models of Disability, Constructivist Theory aligns most closely with the Social Model of Disability. The Social Model emphasizes that barriers within the environment, rather than individual impairments, often limit participation and learning. Similarly, Constructivism advocates for creating supportive learning environments that accommodate diverse learners and promote equal opportunities for knowledge construction.

In inclusive settings, teachers act as facilitators who provide guidance, scaffolding, and opportunities for collaboration. Through group work, discussion, hands-on activities, and peer support, students with special educational needs can actively engage in learning alongside their peers. This approach fosters academic achievement, social inclusion, self-confidence, and a sense of belonging.

The placement of children with disabilities (exclusive, functional inclusive, full inclusive). Central to the framework is the contradiction between functional and full inclusive concepts, which are traced back to

the conflict between a deterministic (medical and relational) and social model of disability. Applied to a complementary review of the literature published between 2006 and 2021, the framework sets the basis for structuring content analysis. Additionally, analysis of the applied methodology shows a predominant role of qualitative methods, which is coherent with the constructivist perception of full inclusion. Implications are discussed regarding inconsistencies and barriers to inclusive education.

2.2.2 Impact of Inclusive Education on the Academic Performance of Students with Disabilities in Learning

The study aims to investigate the various connections between inclusive education and the academic achievement of students with learning disabilities in Abia State, Nigeria.

This study used qualitative and quantitative research methods to examine the impact of inclusion on students with learning disabilities in Abia State, Nigeria. This research analyzed and compared perceptions of students, teachers, and school administrators regarding the implementation of inclusive education.

The findings indicated that the impact of participation in inclusive classrooms was generally positive concerning academic performance; however, the results varied across students. Generally, teachers and students had mostly positive attitudes towards inclusion and fairly good compliance with techniques such as differentiated instruction and co-teaching. However, difficulties experienced included low incorporation of assistive technology and physical facility barriers.

The study provides a detailed understanding of the factors that may facilitate or hinder the success of inclusive education and underscores the importance of a multifaceted, contextual approach to enhance academic outcomes for students with learning disabilities in inclusive Nigerian classrooms.

2.2.3 The effects of inclusion on academic achievement, socioemotional development and wellbeing of children with special educational needs

This study aims to explore the effects of placing children with special needs in inclusive educational settings, compared with segregated placement on measures of academic achievement and psychosocial adjustment. A secondary aim is to explore how different child or setting characteristics (gender, age, type and severity of special need, part- or full-time inclusive education, and co-teaching) might moderate outcomes.

2.3 RELATED LITERATURE

2.3.1 Equity and Intersectionality in Inclusive Education

Recent research emphasizes that inclusive education must go beyond physical placement and address equity by considering intersecting identities like race, gender, and socio-economic status. This perspective highlights the importance of culturally responsive practices and policies that recognize diverse student needs. Inclusion practices that ignore intersecting social identities risk perpetuating inequalities. Successful inclusion involves systemic change addressing structural barriers.

Equity and **intersectionality** are important concepts in inclusive education that help ensure all learners receive fair opportunities to participate and succeed in school.

Equity in Inclusive Education

Equity refers to providing students with the specific support, resources, and opportunities they need to achieve their full potential. Unlike equality, which gives all students the same resources, equity recognizes that students have different needs and therefore may require different forms of support.

In inclusive education, equity involves:

Adapting teaching methods to meet diverse learning needs. Providing assistive technologies and learning

accommodations. Ensuring access to quality education regardless of disability, gender, socioeconomic status, language or cultural background. Removing barriers that prevent students from fully participating in learning.

The goal of equity is not to treat all students identically but to ensure that every student has a fair chance to succeed.

Intersectionality in Inclusive Education

The concept of intersectionality was introduced by Kimberlé Crenshaw. It recognizes that individuals may experience multiple and overlapping forms of disadvantage or discrimination based on characteristics such as disability, gender, race, ethnicity, socioeconomic status, language, religion, or migration background.

In inclusive education, intersectionality acknowledges that:

Students with disabilities are not a homogeneous group. A student's educational experiences may be influenced by multiple identities simultaneously. Some students face compounded barriers because they belong to more than one marginalized group.

For example:

- A girl with a disability may face challenges related to both gender and disability.
- A student with a disability from a low-income family may experience both economic and educational disadvantages.
- A migrant student with special educational needs may encounter barriers related to language, culture, and disability.

Importance for Inclusive Education

Applying an equity and intersectionality perspective helps educators:

Identify hidden forms of exclusion. Design more responsive and inclusive environment for learning. Develop policies that address the diverse realities of students. Promotes social justice and equal participation for all learners

According to Gauthier de Beco (2021), inclusive education should move beyond focusing solely on disability and consider how disability interacts with other social inequalities. This broader perspective enables schools to create more equitable educational experiences and better support the diverse needs of all students.

This study is very much related to the research done. It has a relevance to the study. For research on the effectiveness of inclusive education practices for academic achievement among students with special needs, equity and intersectionality provide a useful framework for understanding why some students benefit more from inclusive settings than others. They highlight the importance of considering multiple factors that influence academic achievement, ensuring that inclusive practices address the diverse needs of all learners rather than focusing only on disability.

2.3.2 Impact of Technology on Inclusive Education

The COVID-19 pandemic accelerated the integration of digital tools in inclusive classrooms. Recent studies investigate how digital accessibility and assistive technologies support or hinder learning for students with special needs. When digital equity is ensured, technology can greatly enhance access and participation. However, lack of access or digital literacy gaps can widen the inclusion divide.

Technology plays a crucial role in promoting inclusive education by helping students with diverse learning needs access, participate in, and benefit from educational opportunities. It enables teachers to create more flexible and accessible learning environments that accommodate differences in abilities, learning styles, and backgrounds.

Positive Impacts of Technology on Inclusive Education

Improved Accessibility

Technology helps remove barriers to learning for students with disabilities. Assistive technologies such as:

Screen reader for visually impaired students. A screen reader is an assistive technology that enables visually impaired and blind students to access and interact with digital devices such as computers, tablets, and smartphones. It converts the text and elements displayed on a screen into speech output or refreshable Braille, allowing users to navigate educational content independently.

Speech-to-text and text-to-speech software. Speech-to-Text (STT) and Text-to-Speech (TTS) are assistive technologies that improve accessibility for students with disabilities by converting spoken language into written text and written text into spoken words. These tools support inclusive education by enabling students to access learning materials and communicate more effectively.

Closed captioning for hearing-impaired students. Closed captioning (CC) is an assistive technology that displays the spoken dialogue, speaker identification, and important sound effects as text on a screen. It helps students who are deaf or hard of hearing access audio content in videos, presentations, online classes, and multimedia learning materials. Unlike open captions, closed captions can be turned on or off by the user.

Alternative keyboards and communication devices. Alternative keyboards and communication devices are assistive technologies designed to help students with physical, motor, speech, or communication disabilities access computers and communicate effectively. These tools provide alternative methods for typing, controlling devices, and expressing thoughts, enabling students to participate fully in educational activities.

Personalized Learning

Digital learning tools can be adapted to meet individual learning needs. Students can:

Learn at their own pace. That is earning at one's own pace is an educational approach that allows students to progress through lessons, activities, and assessments according to their individual learning speed and ability. Instead of keeping up with a fixed classroom pace, students can spend more time on difficult concepts and move more quickly through topics they understand well.

Receive customized instruction. That is customized instruction is a teaching approach in which educational content, teaching methods, learning activities, and assessments are adapted to meet the unique needs, abilities, interests, and learning styles of each student. It ensures that every learner receives appropriate support to achieve their full potential.

Access materials in different formats (audio, video, text, graphics). Accessing learning materials in different formats means providing educational content in multiple forms—such as audio, video, text, and graphics—to meet the diverse learning needs and preferences of students. This approach ensures that all learners, including students with disabilities, can access and understand instructional materials effectively.

Practice skills through interactive activities. Practicing skills through interactive activities involves engaging students in hands-on, technology-supported learning experiences that require active participation. These activities allow students to apply their knowledge, receive immediate feedback, and reinforce learning through practice rather than passive observation.

This flexibility supports diverse learners, including students with special educational needs (SEN).

Increased Student Engagement

Technology-based learning activities such as educational games, multimedia presentations, and interactive

applications make learning more engaging and motivating. Students who struggle with traditional teaching methods often respond positively to technology-enhanced instruction.

Enhanced Communication and Collaboration

Technology facilitates communication among:

Students, Teachers, Parents and Special education professionals

Tools such as learning management systems, online discussion platforms, and communication apps promote collaboration and support student learning both inside and outside the classroom.

Support for Universal Design For Learning

Technology aligns with the principles of Universal Design for Learning (UDL), which encourage:

Multiple means of representation (different ways of presenting information). Multiple Means of Representation is one of the three core principles of **Universal** Design for Learning (UDL). It refers to providing information and learning content in multiple ways so that all students can access, understand, and process information according to their individual learning needs, abilities, and preferences. This principle recognizes that students learn differently and that no single method of presenting information is effective for everyone.

Multiple means of engagement (different ways of motivating learners). Multiple Means of Engagement is one of the three core principles of Universal Design for Learning (UDL). It focuses on providing different ways to motivate, interest, and actively involve students in the learning process. Because students differ in their interests, backgrounds, abilities, and preferences, offering a variety of ways to engage with learning helps increase participation, persistence, and achievement.

Multiple means of expression (different ways for students to demonstrate learning). Multiple Means of Expression is one of the three core principles of Universal Design for Learning (UDL). It refers to providing students with different ways to demonstrate what they know, understand, and can do. Instead of requiring all students to show learning through the same method (such as written exams only), teachers allow learners to use various methods that match their abilities, strengths, and communication preferences. These practices help create classrooms that accommodate all learners.

Challenges of Technology in Inclusive Education

Despite its benefits, several challenges may affect implementation:

Limited access to devices and internet connectivity. Lack of teacher training in educational technology. High cost of assistive technologies. Digital literacy gaps among students and teachers and Accessibility issues in poorly designed digital resources

Educational Implications

To maximize the benefits of technology in inclusive education, schools should:

Invest in accessible digital tools and assistive technologies. Provide ongoing teacher training. Ensure equal access to technological resources. Develop inclusive digital learning materials. Promote digital accessibility standards in educational settings.

Relevance of the above study to my research is that Technology can significantly improve academic achievement, participation, and independence among students with special educational needs. It supports differentiated instruction and inclusive pedagogical practices, making it an important factor in the success of inclusive education programs.

2.3.3 Social-Emotional Learning (SEL) in Inclusive Settings

Integrating SEL into inclusive classrooms has been linked to improved peer relationships, classroom climate, and academic engagement among students with and without disabilities. SEL programs tailored for diverse classrooms foster emotional regulation and social skills critical for academic and social success in inclusive settings

What is Social-Emotional Learning (SEL)?

Social-Emotional Learning (SEL) is the process through which students develop the knowledge, skills, and attitudes needed to understand and manage emotions, build positive relationships, make responsible decisions, and navigate social situations effectively. SEL supports both academic success and personal well-being.

The five core competencies of SEL are:

Self-awareness – Understanding one's emotions, strengths, and limitations. Self-awareness is the ability to recognize and understand one's own emotions, thoughts, values, strengths, weaknesses, and behaviours.

Self-management – Regulating emotions and behaviours. Self-awareness is the ability to recognize and understand one's own emotions, thoughts, values, strengths, weaknesses, and behaviours.

Social awareness – Demonstrating empathy and respect for others. Social awareness is the ability to understand and respect the perspectives, feelings, and experiences of others.

Relationship skills – Building and maintaining healthy relationships. Relationship skills involve the ability to build and maintain healthy, positive relationships with others.

Responsible decision-making – Making ethical and constructive choices. Responsible decision-making is the ability to make thoughtful choices based on ethical standards, safety, consequences, and respect for others.

SEL in Inclusive Education

In inclusive classrooms, students with and without disabilities learn together in a shared environment. SEL plays a critical role in creating a positive and supportive classroom culture where all students feel valued, respected, and included.

SEL helps students:

Develop empathy and understanding toward peers with diverse abilities. Build positive friendships and social connections. Reduce prejudice, discrimination, and bullying. Improve communication and collaboration skills. Strengthen self-confidence and self-esteem

Benefits of SEL in Inclusive Settings

Promotes a Sense of Belonging

Students with special educational needs often experience social isolation. SEL activities encourage acceptance and participation, helping all students feel like valued members of the classroom community.

Enhances Peer Relationships

SEL teaches students how to communicate effectively, resolve conflicts, and appreciate diversity. These skills foster meaningful interactions between students with and without disabilities.

Supports Emotional Well-being

Inclusive classrooms can present social and emotional challenges. SEL equips students with strategies to manage stress, frustration, and anxiety while promoting resilience and emotional regulation.

Improves Academic Achievement

Research has shown that students who develop strong social-emotional skills are more engaged in learni-

ng, demonstrate better classroom behaviour, and often achieve higher academic outcomes.

Encourages Positive Classroom Climate

Teachers who integrate SEL create environments characterized by respect, cooperation, and mutual support, which benefit all learners.

Strategies for Implementing SEL in Inclusive Classrooms

Cooperative learning activities. Peer mentoring and buddy systems. Group discussions and role-playing. Conflict resolution exercises. Classroom meetings and circle time. Emotional check-ins and reflection activities. Positive behaviour support programs

Theoretical Foundation

SEL aligns closely with the social constructivist theory of Lev Vygotsky, which emphasizes learning through social interaction. Through collaboration and communication with peers, students develop both academic and social-emotional competencies.

SEL is also supported by belongingness theories proposed by Roy F. Baumeister and Mark R. Leary, who argued that the need to belong is a fundamental human motivation. Similarly, Karen F. Osterman highlighted that a sense of belonging within the school community contributes positively to students' motivation, engagement, and achievement.

Relevance to the research is that SEL is a key component of successful inclusive education because it addresses not only academic needs but also the social and emotional development of students. By fostering empathy, belonging, and positive relationships, SEL helps create inclusive environments where all learners can participate fully and achieve their potential.

2.4 RELATED STUDIES

2.4.1 Study on Inclusive Education and Academic Performance in Primary Schools

This study investigated how inclusive classroom settings affect the academic performance of students with mild to moderate disabilities in primary schools. It found that inclusive practices such as differentiated instruction and peer tutoring significantly improved students' academic outcomes compared to segregated settings.

2.4.2 Academic Achievement of Students Without Special Educational Needs in Inclusive Classrooms by Szumski, G., Smogorzewska, J., & Karwowski, M.(2017)

This study examined whether the inclusion of students with special educational needs (SEN) in mainstream classrooms affects the academic achievement of students without SEN. The researchers conducted a meta-analysis of 47 studies, involving approximately 4.8 million students, making it one of the largest reviews on this topic.

The findings revealed a small but statistically significant positive effect of inclusive education on the academic achievement of students without SEN (effect size $d = 0.12$). This indicates that students without disabilities generally perform slightly better academically in inclusive classrooms than in non-inclusive settings.

The authors also investigated factors that might influence these outcomes, including the country of study, educational stage, type of disability, and classroom support arrangements. The results suggested that well-planned inclusive practices can benefit all learners without negatively affecting the academic progress of students without SEN.

This study provides strong empirical evidence supporting inclusive education by demonstrating that inclusion does not hinder the academic achievement of typically developing students and may offer

modest academic benefits. It is frequently cited in research on the effectiveness of inclusive education practices.

2.4.3 Academic Achievement of Students Without Special Educational Needs and Disabilities in Inclusive Education—Does the Type of Inclusion Matter?

This study examined whether different forms of inclusive education influence the academic achievement of students without special educational needs and disabilities (SEND). The researchers analyzed existing research to determine if the level and type of inclusion affected the academic performance of typically developing students.

The findings indicated that **inclusive education generally does not have a negative impact on the academic achievement of students without SEND**. In many cases, students in inclusive classrooms performed as well as or slightly better than those in non-inclusive settings. The study also found that the effectiveness of inclusion can vary depending on how it is implemented, including factors such as classroom support, teaching practices, and the extent of participation of students with disabilities in mainstream learning activities.

The authors concluded that well-structured inclusive education benefits the school community and supports academic success for all students while promoting social interaction, acceptance, and diversity.

2.4.4 Relationships Between the Inclusion of Students with Special Educational Needs and Their Classmates' School Outcomes (2025)

This study investigated how the inclusion of students with special educational needs (SEN) in mainstream classrooms relates to the academic and school-related outcomes of their classmates without SEN. Using a large sample of students from mainstream schools, the researchers examined whether the presence of students with SEN affected classmates' academic achievement, classroom experiences, and overall school performance.

The findings showed that **inclusive education generally had no significant negative impact on the academic achievement of students without SEN**. In most cases, classmates performed similarly regardless of the level of inclusion in their classrooms. The study also suggested that inclusive environments can promote positive social outcomes, such as greater acceptance of diversity, empathy, and cooperative learning among students.

However, the researchers noted that outcomes may vary depending on factors such as the type of special educational needs, availability of support services, teacher preparedness, and classroom resources. Effective implementation of inclusive practices was identified as a key factor in ensuring positive outcomes for all students.

This mixed-methods study examined how teacher attitudes toward inclusion and their use of inclusive teaching strategies influenced the academic progress of students with special needs in secondary education. Positive teacher attitudes combined with collaborative teaching practices were linked to higher academic achievement.

2.5 SUMMARY

Recent research and theoretical advancements highlight that **inclusive education** is most effective when it moves beyond mere physical integration of students with special needs to adopting holistic, equity-centered approaches. Contemporary theories such as the **Equity-Oriented Inclusive Education Framework** emphasize that addressing systemic barriers and recognizing multiple overlapping identities (disability, socio-economic status, race, gender) are critical to meaningful inclusion. These approaches

advocate for tailored educational strategies that account for diverse learner needs and promote social justice within schools.

In sum, the convergence of these theories and empirical studies points to a multifaceted approach for inclusive education—one that integrates equity, pedagogy, social-emotional development, technology, and community collaboration—to promote academic achievement among students with special needs effectively.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This chapter will provide a brief explanation on the method which will be used for this study particularly and the objectives of this study will be discussed in this segment. Moreover, this portion discusses on the reason for the selection of the method that is chosen particularly and how it will conduct. Furthermore, there are important key areas from conducting research design, research site, participants, samplings, data collection tool, data analysis, validity and reliability involved in this study are well explained in this part.

3.2 RESEARCH DESIGN

Research design is a strategic framework that guides the collection, measurement, and analysis of data, ensuring the research questions are answered effectively and validly. It provides the overall structure for the study, balancing methodological rigor with practical constraints. (Creswell, J. W., & Creswell, J. D. 2018)

Research design is defined as a comprehensive plan that specifies the methods and procedures for collecting and analysing data in a study. It ensures that the research is conducted systematically, ethically, and that the results are reliable and valid. (Moser, C. A., & Korstjens, I. 2021).

According to Creswell and Creswell (2023), research design is the overall plan or blueprint that guides the process of conducting a study. It outlines the procedures for collecting, measuring, analysing, and interpreting data to answer research questions or test hypotheses. A well-developed research design ensures that the study is systematic, valid, reliable, and aligned with the research objectives. The authors identify three main approaches to research design: qualitative, quantitative, and mixed methods, each selected based on the nature of the research problem and the type of data required.

This research will be based on mixed method using both Qualitative and Quantitative data collection process.

3.3 RESEARCH SITE

This study will be mainly based in one of the schools in Oman, Nizwa and few other schools in the Sultanate of Oman which have the same curriculum and is functioning under same Board. Reason for choosing these schools are that, these schools have a large number of students and teachers. Also schools are following Inclusive Education from past few years in a very appropriate manner. We have seen an increasing trend in admission of special needs students in these schools over the years.

3.4 PARTICIPANTS

Participants will be the teaching faculty, school councillors, school principal and parents of special needs children who are studying in these schools. 35 participants were taken for the research purpose

3.5 SAMPLING METHOD

Sampling method refers to the process or technique used by researchers to select a subset of individuals,

units, or cases from a larger population for the purpose of conducting a study. The goal is to ensure that the selected sample adequately represents the population, allowing for valid and generalizable conclusions.

It can also be defined as Sampling is “a deliberate, systematic technique for choosing a portion of the population to represent the entire population in a study, aiming to maximize representativeness and minimize bias.” Roberts, C. M. (2022).

The sampling method used for this study will be Random Sampling which will give me a more accurate data for my research.

3.6 DATA COLLECTION TOOLS

As the method of data collection process will be mixed so various tools will be used to collect data including:

3.6.1 Questionnaire - A questionnaire is a structured instrument consisting of a series of written or printed questions used to collect information from respondents about their knowledge, attitudes, behaviours, or characteristics.

3.6.2 Interview - An interview is a method of data collection involving a direct, face-to-face or virtual interaction where the researcher asks questions to gather detailed information, opinions, or experiences from the participant.

3.7 DATA ANALYSIS

Data analysis is the systematic process of organizing, interpreting, and summarizing collected data to uncover meaningful patterns, trends, and relationships. It transforms raw data into actionable insights that help answer research questions and test hypotheses. Data analysis can be quantitative, involving statistical or qualitative, involving methods like coding, thematic analysis, and narrative interpretation. For studies examining inclusive education and academic achievement, quantitative analysis may include comparing test scores or survey results, while qualitative analysis may involve interpreting interview transcripts or open-ended questionnaire responses to explore experiences and perceptions. Here I will be using a mixed method to collect data which involves Questionnaire and Interview. Once data is collected it needs to be transformed into useful information. To do so I will analyze data collected through Questionnaire using Simple Statistics Method and data collected through Interview will be analyzed using Thematic Analysis.

3.8 VALIDITY & RELIABILITY

Validity refers to the accuracy and truthfulness of a measurement or research instrument—whether it measures what it is intended to measure.

Types: Includes content validity (covers all aspects of the concept), construct validity (accurately represents the theoretical concept), and criterion validity (correlates well with other established measures).

Reliability refers to the consistency and stability of a measurement or instrument—whether it produces the same results under consistent conditions. Includes test-retest reliability (stability over time), inter-rater reliability (agreement between observers), and internal consistency (consistency within the instrument).

3.9 ETHICAL CONSIDERATION

This is a proposal of a research. After having approval of the proposal from the supervisor, this research will begin. Ethical considerations in research always adhere to a certain code of conduct when collecting data from people. Avoid any bias when interviewing the students. The questions should be neutral, non-judgmental and not prejudiced. The background information of the student should be kept

in secret. There are scientific integrity, human rights and dignity to be considered. It is important to prevent permanent and excessive harm to the participant. Students name will be anonymity and confidentiality. A consent letter is needed to ask for permission from the dean from the respective faculty to ensure that this research is acknowledged and approved for data collection for the researcher.

3.10 SUMMARY

This chapter outlines the research design, methods, and procedures used to examine the effectiveness of inclusive education practices in promoting academic achievement among students with special needs. A mixed-methods approach was employed to gain both quantitative data on academic performance and qualitative insights into experiences and perceptions.

The study utilized a descriptive-correlational design to explore relationships between inclusive practices and academic outcomes. The population comprised students with special needs enrolled in inclusive classrooms, with a sample selected through purposive sampling to ensure representation of diverse needs. Data were collected using structured questionnaires, academic records, and semi-structured interviews with teachers and students. The instruments were validated through expert review and pilot testing to ensure validity and reliability.

Quantitative data were analysed using descriptive statistics and inferential tests to identify significant trends and correlations. Qualitative data were subjected to thematic analysis to uncover key themes related to inclusion effectiveness.

Ethical considerations, including informed consent and confidentiality, were strictly observed throughout the research process.

This methodology provides a comprehensive framework to assess the impact of inclusive education practices on academic achievement, combining measurable outcomes with contextual understanding.

CHAPTER 4

Findings and Discussion

4.1. Introduction

This chapter deals with the analysis and interpretation of the data collected to examine the effectiveness of inclusive education practices in promoting academic achievement among students with special needs. The purpose of this analysis is to determine how far inclusive classroom strategies contribute to the academic progress of students with special needs in regular school settings.

The data were collected through structured questionnaires administered to teachers involved in inclusive classrooms. Both quantitative and qualitative methods were employed for data analysis.

Quantitative data were analysed using statistical techniques such as frequency distribution and percentages, while qualitative responses were analysed through thematic interpretation.

The findings are presented in a logical sequence corresponding to each research question. Tables and graphical representations have been used wherever necessary to facilitate clarity and understanding. The results are interpreted in the light of existing research and theoretical perspectives related to inclusive education. This chapter provides an objective presentation of findings without personal bias, forming the basis for discussion and conclusions in the subsequent chapter.

4.2. Sampling

The sample for the present study consisted of **35 teachers** working in inclusive schools where students with special needs are enrolled in regular classrooms. The teachers were selected from both **government**

and private schools to ensure adequate representation of different school settings. The sample was selected using the **purposive sampling technique**, as only those teachers who had direct experience in teaching students with special needs in inclusive classrooms were considered suitable for the study.

Out of the total sample, **28 teachers were female and 7 were male**. The teachers belonged to different age groups and had varying years of teaching experience, ranging from **1 to 20 years**. All participants were actively involved in inclusive education practices and had experience in handling students with special needs such as learning disabilities, ADHD, and mild intellectual disabilities.

The selected sample was considered appropriate for the study as it provided relevant and reliable information regarding the effectiveness of inclusive education practices in promoting the academic achievement of students with special needs. The demographic details of the sample are presented in tabular form in the following section for better clarity and understanding.

4.3. Data Analysis

4.3.1. Demographic Information

Table 4.1 presents the demographic profile of the teachers included in the study. The table shows variations in gender, age, educational level and post.

Table 4.1
Demographic Profile of the Sample (Teachers)

Demographic Variable	Category	Frequency (N = 35)	Percentage (%)
Gender	Male	7	20
	Female	28	80
Age Group	25 - 30	3	8.6
	31 - 40	11	31.4
	41 - 50	14	40
	50 and above	7	20
Educational Level	Graduation	9	25.7
	Post-Graduation	18	51.4
	Masters	5	14.3
	Ph.D.	1	2.9
	Other	2	5.7
Working in	Oman	22	62.9
	India	11	31.4
	Other	2	5.7
Teaching in	Kindergarten	9	25.7
	Primary	14	40
	Middle	3	8.6

	Secondary	9	25.7
Post	Head of Department	3	8.6
	Coordinator	7	20
	Teacher	25	71.4

With regard to gender, the table shows that **80% of the respondents were female**, while **20% were male**, indicating a higher participation of female teachers in inclusive classroom settings.

In terms of age distribution, the majority of teachers **71.4% belonged to the 31–50 years** age group, followed by **20%** in the **above 50 years** category. Whereas teachers in **25 - 30 years constituted 8.6%** of the sample. This indicates that most respondents were in their active teaching years, which is relevant for implementing inclusive practices effectively. Also if we look at the section in which teachers are teaching, then 25.7% are in Kindergarten, 40% in Primary, 8.6% in Middle and 25.7 in Secondary Section. Overall, the demographic data indicate that the sample was diverse and appropriate for examining the effectiveness of inclusive education practices in promoting academic achievement among students with special needs.

4.3.2. Analysis Related to the Research Question - Key Inclusive Education Practices that Support the Academic Achievement of Students with Special Needs.

Research Question 1 aimed to identify the key inclusive education practices that support the academic achievement of students with special needs in inclusive classroom settings. To address this research question, data were collected through a structured questionnaire administered to teachers. The questionnaire included statements related to various inclusive practices such as differentiated instruction, use of teaching aids, individualized support, collaborative learning, and continuous assessment.

The responses were analysed using frequency and percentage distribution, and the results are presented in Table 4.2.

Table 4.2: Teacher's Response on Key Inclusive Education Practices in Inclusive Education

Sl.No	Questions	Strongly Agree%	Agree%	Neutral%	Disagree%	Strongly Disagree%
1.	Differentiated instruction is regularly used in my classroom to address the diverse learning needs of students, including those with special needs.	31(11)	54(19)	9(3)	6(2)	

2.	I collaborate with special education teachers or support staff to plan and deliver instruction for students with special needs.	40(14)	34(12)	23(8)	3(1)	
3.	Assistive technologies (e.g., speech-to-text, audiobooks, and adaptive software) are available and effectively used by students with special needs in my classroom.	22.9(8)	25.7(9)	34.3(12)	11.4(4)	5.7(2)
4.	The curriculum in my school is designed using Universal Design for Learning (UDL) principles to ensure accessibility for all students	20(7)	29(10)	43(15)	8(3)	
5.	Positive behaviour support strategies are in place and consistently applied to create an inclusive learning environment.	34(12)	63(22)	3(1)		
6.	Parents or guardians of students with special needs	40(14)	42.9(5)	11.4(4)	5.7(2)	

	are actively involved in supporting their child's education and progress.					
7.	Assessment accommodations (e.g., extra time, alternative formats) are provided to ensure students with special needs can fairly demonstrate their learning	32(11)	54(19)	14(5)		
8.	Peer-assisted learning activities, such as group work or peer tutoring, are used to support the learning of students with special needs.	40(14)	45.7(16)	11.4(4)	2.9(1)	

Analysis and Interpretation

Here is the analysis of each question and the findings.

Table 4.2 reveals teachers' perceptions regarding key inclusive education practices that support the academic achievement of students with special needs.

4.3.2.1 Differentiated instruction in inclusive classrooms

The analysis of responses related to the use of differentiated instruction in inclusive classrooms reveals a highly positive trend among teachers. A significant **85% of the respondents agreed** that differentiated instruction is regularly used in their classrooms to address the diverse learning needs of students, including those with special needs. This high level of agreement indicates that most teachers consciously adapt their teaching strategies to accommodate individual differences in learning abilities, pace, and styles.

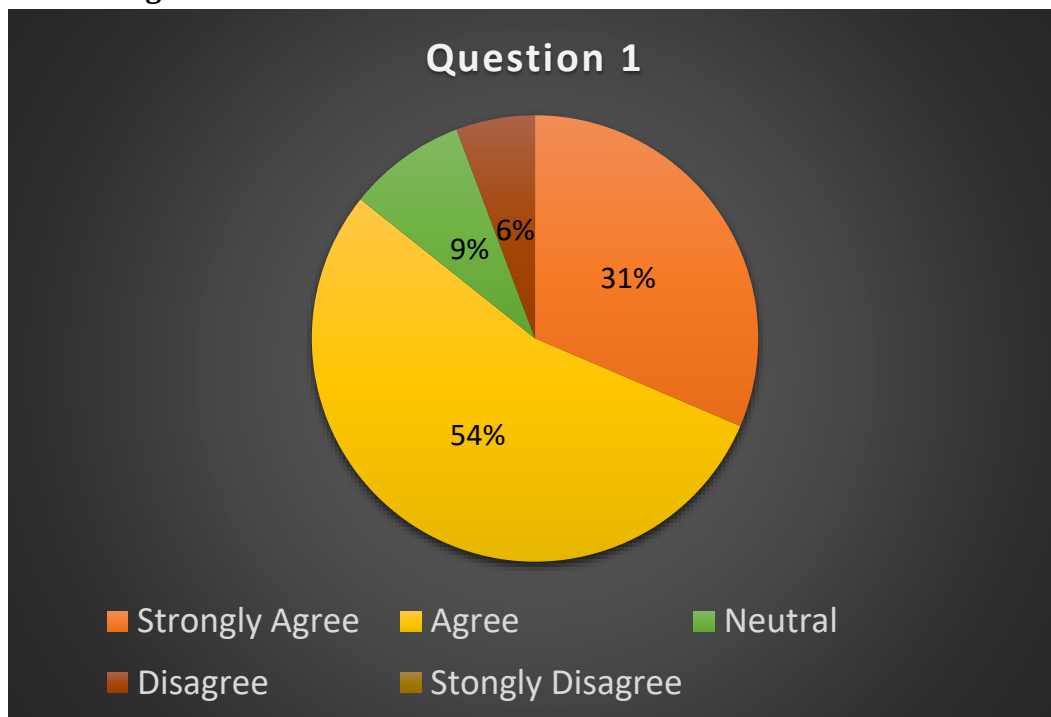
Differentiated instruction in inclusive classrooms involves modifying content, teaching methods, learning activities, and assessment techniques according to the specific needs of learners. The findings suggest that teachers employ strategies such as providing varied learning tasks, using multiple instructional approaches, offering additional support or enrichment activities, and allowing flexibility in assessment methods. These practices help students with special needs better understand academic concepts and actively participate in classroom learning.

The widespread use of differentiated instruction also reflects teachers' growing awareness of inclusive education principles and their commitment to ensuring equitable learning opportunities for all students.

By addressing individual learning needs, differentiated instruction reduces learning barriers and enhances students' academic engagement and performance. The remaining **15% of respondents who did not express agreement** may reflect challenges such as large class sizes, time constraints, lack of training, or limited resources, which can hinder the consistent implementation of differentiated strategies.

Overall, the finding highlights differentiated instruction as a key inclusive education practice that supports the academic achievement of students with special needs. The high percentage of agreement emphasizes its effectiveness and practical relevance in inclusive classroom settings, reinforcing its importance in promoting meaningful and successful inclusion Figure 4.1 gives clear picture.

Figure 4.1 Differentiated Instructions n Inclusive Classrooms



4.3.2.2 Collaboration with special education teachers

Next The analysis of responses regarding collaboration with special education teachers or support staff indicates a generally positive practice among the respondents. The data show that **74% of the teachers agreed** that they collaborate with special education teachers or support staff to plan and deliver instruction for students with special needs. This finding suggests that a substantial majority of teachers recognize the importance of teamwork and shared responsibility in inclusive education.

Collaboration with special educators and support staff enables regular classroom teachers to gain specialized insights into the learning needs, strengths, and challenges of students with special needs. Through joint planning, teachers can design appropriate instructional strategies, adapt curricular content, and implement individualized education plans more effectively. Collaborative practices may include co-teaching, consultation, sharing of instructional resources, and joint monitoring of students' academic progress.

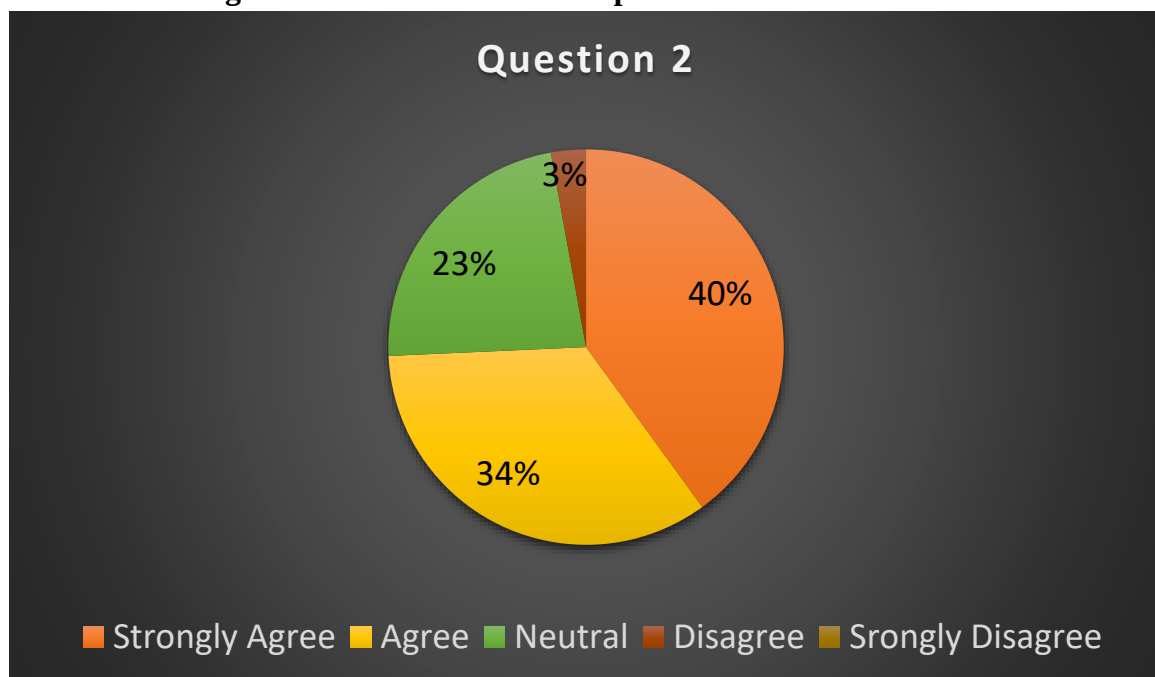
The relatively high level of agreement reflects the growing acceptance of multidisciplinary approaches in inclusive settings, where academic success is supported through collective expertise rather than individual

effort. Such collaboration helps ensure continuity of support for students with special needs and promotes consistency in instructional practices across classroom and resource settings.

However, the remaining **26% of respondents who did not agree** may indicate the presence of practical challenges such as limited availability of special education staff, lack of scheduled time for collaborative planning, heavy workload, or institutional constraints. These barriers can affect the regularity and effectiveness of collaborative efforts.

Overall, the finding highlights collaboration with special education teachers and support staff as an important inclusive practice that contributes positively to the academic achievement of students with special needs. Strengthening collaborative structures within schools can further enhance the quality of inclusive education and support successful learning outcomes. Figure 4.2 gives clear picture.

Figure 4.2 collaboration with special Education Teachers



4.3.2.3 Use of Universal Design for Learning (UDL) principles

The analysis of responses related to the use of **Universal Design for Learning (UDL) principles** in curriculum design reveals a mixed perception among the respondents. The data indicate that **43% of the respondents expressed a neutral response** to the statement that the curriculum in their school is designed using UDL principles to ensure accessibility for all students. This substantial proportion of neutral responses suggests a lack of clear awareness, understanding, or visible implementation of UDL frameworks within the school curriculum.

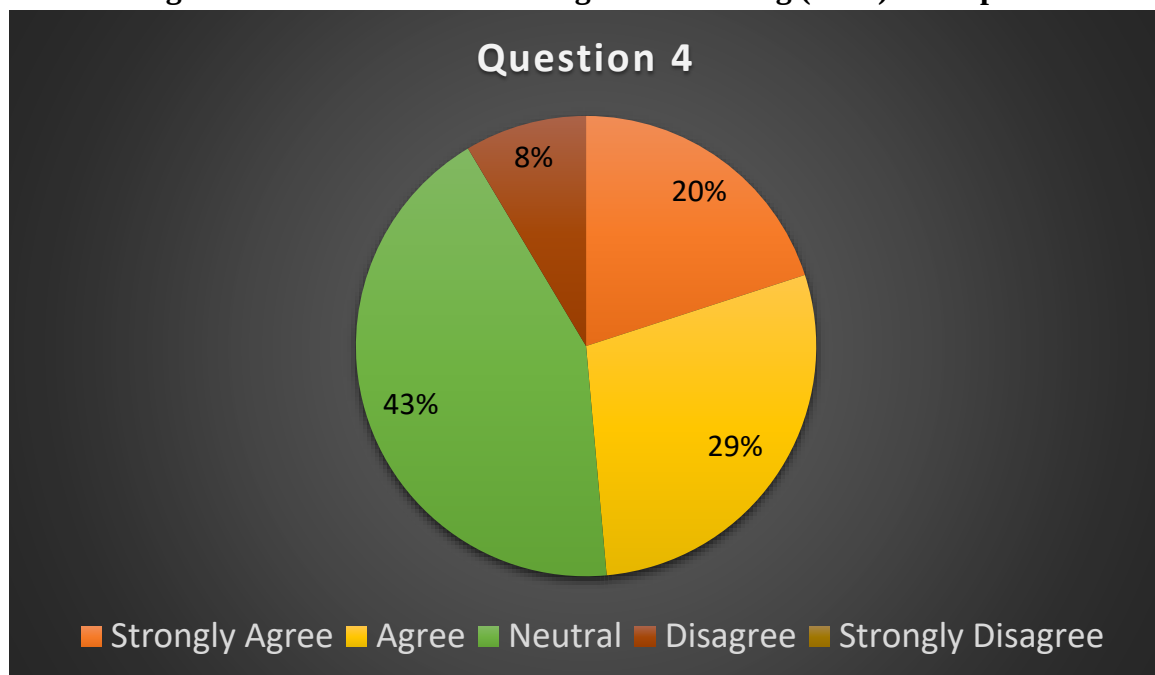
Universal Design for Learning emphasizes providing multiple means of representation, engagement, and expression to accommodate diverse learning needs. The high neutral response may imply that many teachers are either unfamiliar with the formal concept of UDL or are unsure whether the existing curriculum explicitly incorporates these principles. In some cases, inclusive practices may be present in classrooms, but teachers may not recognize them as part of a structured UDL approach.

The neutrality in responses may also reflect inconsistencies in curriculum planning across schools, where UDL principles are not systematically embedded at the institutional level but are instead applied informally by individual teachers. Additionally, limited professional training, lack of policy-level guidance, or absence of clear documentation related to UDL implementation could contribute to teachers' uncertainty.

The remaining respondents who either agreed or disagreed with the statement indicate varied experiences regarding curriculum accessibility. This variation highlights the need for clearer communication, structured curriculum planning, and professional development related to UDL principles.

Overall, the finding suggests that while inclusive intentions may exist, the formal integration of Universal Design for Learning principles into curriculum design is not clearly evident to a significant portion of teachers. This underscores the need for increased awareness, training, and systematic adoption of UDL frameworks to strengthen curriculum accessibility and support the academic achievement of all students, including those with special needs. Figure 4.3 gives clear picture

Figure 4.3 Use of Universal Design for Learning (UDL) Principles



4.3.2.4 Positive behaviour support strategies

The analysis of responses related to the implementation of **positive behaviour support strategies** reveals an overwhelmingly strong agreement among the respondents. The data show that **97% of the teachers agreed** that positive behaviour support strategies are in place and are consistently applied in their schools to create an inclusive learning environment. This exceptionally high level of agreement indicates that behaviour management through positive and proactive approaches is a well-established practice in inclusive classroom settings.

Positive behaviour support strategies focus on promoting appropriate behaviour through encouragement, clear expectations, reinforcement, and supportive interventions rather than punitive measures. The high percentage of agreement suggests that teachers actively use practices such as positive reinforcement, clear

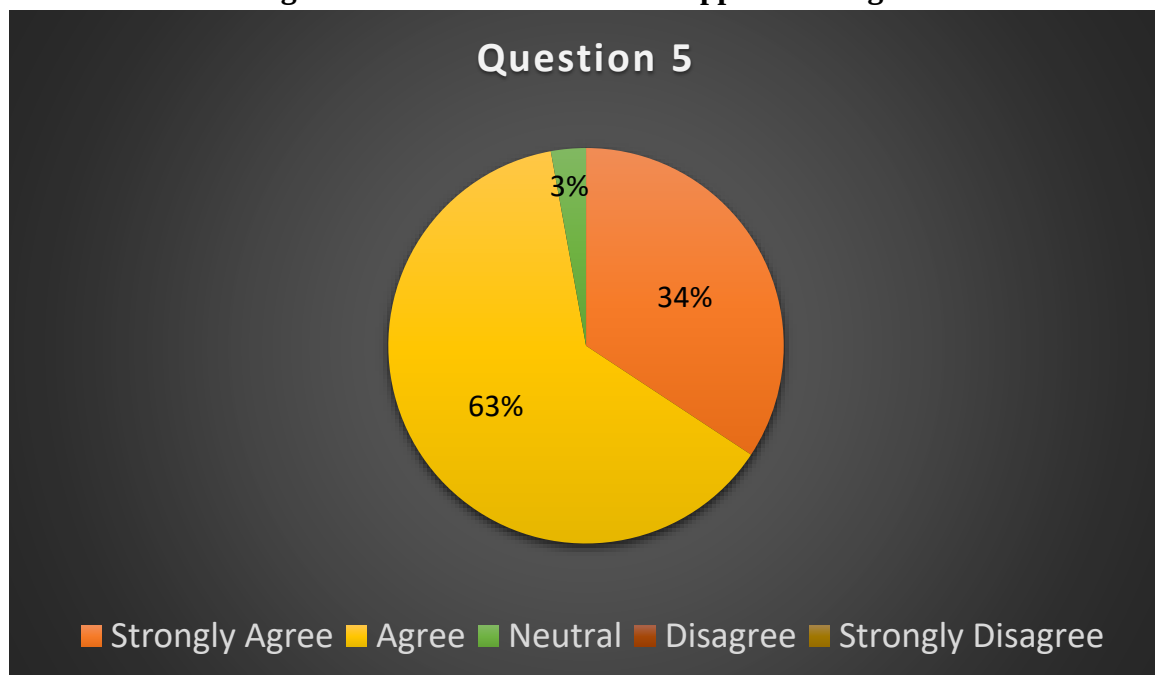
classroom rules, behaviour contracts, reward systems, and individualized behaviour support plans to address the behavioural needs of students, including those with special needs.

The consistent application of these strategies contributes significantly to creating a safe, supportive, and inclusive learning environment where students feel valued and respected. Such an environment is particularly beneficial for students with special needs, as it reduces anxiety, minimizes behavioural challenges, and enhances students' engagement and academic participation. The findings also indicate strong institutional support and a shared commitment among teachers toward maintaining positive classroom behaviour.

The small proportion of respondents (3%) who did not express agreement may reflect isolated challenges such as variations in classroom contexts, differing student needs, or occasional difficulties in maintaining consistency across all settings.

Overall, the finding highlights positive behaviour support as a highly effective inclusive education practice. The near-universal agreement among teachers underscores its crucial role in fostering an inclusive climate that supports both behavioural development and academic achievement of students with special needs. Figure 4.4 gives a clear picture.

Figure 4.4 Positive Behaviour Support Strategies



4.3.2.5 Assessment accommodations

The analysis of responses related to the provision of **assessment accommodations** for students with special needs indicates a strong positive agreement among the respondents. The data reveal that **86% of the teachers agreed** that assessment accommodations, such as extra time and alternative assessment formats, are provided to ensure that students with special needs are able to fairly demonstrate their learning. This high level of agreement suggests that inclusive assessment practices are widely recognized and implemented in the participating schools.

Assessment accommodations play a crucial role in inclusive education by reducing barriers that may hinder students with special needs from accurately reflecting their academic abilities. The findings indicate

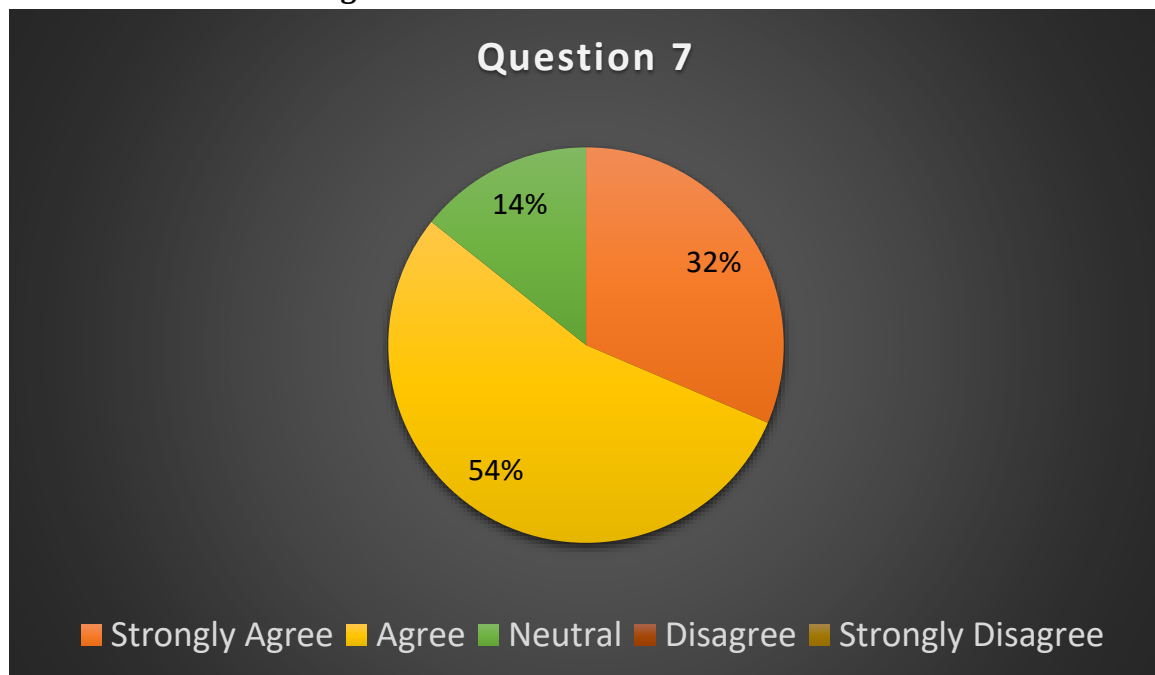
that teachers make necessary adjustments to assessment conditions, including allowing extended time, simplifying instructions, using oral or visual assessments, and providing modified question papers. These accommodations enable students to focus on demonstrating their understanding of academic content rather than being limited by their disabilities.

The strong agreement also reflects teachers' awareness of the principle of equity in assessment, where fairness is ensured by providing support according to individual needs rather than treating all students identically. Such practices contribute positively to students' confidence, reduce test-related anxiety, and promote active participation in academic tasks.

The remaining **14% of respondents who did not express agreement** may point to challenges such as rigid examination systems, lack of clear guidelines on accommodations, limited resources, or insufficient training in inclusive assessment practices. These constraints can affect the consistent implementation of accommodations across all classrooms.

Overall, the finding highlights assessment accommodations as a key inclusive practice that supports academic achievement among students with special needs. The high percentage of agreement emphasizes the importance of flexible and responsive assessment strategies in ensuring equal learning opportunities and meaningful academic evaluation in inclusive education settings.

Figure 4.5 Assessment Accommodations



4.3.2.6 Summary of Quantitative Analysis

The analysis related to Research Question 1 reveals that a range of inclusive education practices are actively implemented in classrooms to support the academic achievement of students with special needs. The findings indicate strong teacher commitment toward inclusive teaching and learning strategies.

A substantial majority of teachers (**85%**) reported regular use of differentiated instruction, demonstrating that instructional methods are adapted to meet diverse learning needs. This practice enables students with special needs to engage with the curriculum at an appropriate level and pace, thereby enhancing their academic performance.

Collaboration with special education teachers and support staff was also evident, with **74%** of respondents agreeing that such collaborative practices are used in planning and delivering instruction. This highlights the role of teamwork and shared expertise in addressing the individualized learning requirements of students with special needs.

With regard to curriculum design, a notable 43% of respondents expressed neutrality concerning the application of Universal Design for Learning (UDL) principles. This suggests that while inclusive practices may be present, there is limited awareness or inconsistent implementation of formal UDL frameworks at the institutional level.

The findings further show an exceptionally high level of agreement (**97%**) on the consistent use of positive behaviour support strategies, indicating that schools prioritize supportive and proactive behaviour management approaches. Such strategies contribute to creating a safe, respectful, and inclusive learning environment conducive to academic success.

Additionally, 86% of teachers agreed that assessment accommodations, such as extra time and alternative assessment formats, are provided to ensure fairness and accessibility for students with special needs. These practices help students demonstrate their learning without being constrained by their disabilities.

Overall, the findings clearly indicate that inclusive education practices—particularly differentiated instruction, collaborative teaching, positive behaviour support, and assessment accommodations—play a significant role in promoting the academic achievement of students with special needs. However, the neutral responses related to UDL principles highlight the need for greater awareness, training, and systematic integration of inclusive curriculum design approaches.

4.3.3 Analysis Related to the Research Question - The Impact of Teacher Training in this field on the Academic Success of Students with Special Needs in Inclusive Education

Research Question 2 aimed to examine the impact of teacher training in inclusive education on the academic success of students with special needs in inclusive classroom settings. This research question focused on understanding how professional training equips teachers with the knowledge, skills, and strategies required to effectively address the diverse learning needs of students with special needs.

Teacher training in inclusive education includes areas such as differentiated instruction, classroom management, assessment accommodations, and collaboration with special education professionals. The analysis explores teachers' perceptions of the effectiveness of such training and its influence on instructional practices that support academic achievement. The findings related to this research question help determine the extent to which trained teachers are better able to create supportive learning environments and facilitate improved academic outcomes for students with special needs.

The responses were analysed using frequency and percentage distribution, and the results are presented in Table 4.3.

Table 4.3 Analysis of Responses with the Help of Frequency and Percentage Distribution

Sl.No	Questions	Strongly Agree%	Agree%	Neutral%	Disagree%	Strongly Disagree%
1.	I have received formal training or professional development specifically focused on inclusive	25.7(9)	22.9(8)	25.7(9)	22.9(8)	2.8(1)

	education and special needs.					
2.	I feel well-prepared to implement teaching strategies that accommodate students with diverse learning needs	25.7(9)	40(14)	34.3(12)		
3.	I believe that continued teacher training is essential for enhancing the academic outcomes of students with special needs.	54.3(19)	45.7(16)			
4.	I feel my ability to develop and implement Individualized Education Plans (IEPs) will improved as a result of training.	28.6(10)	65.7(23)	5.7(2)		
5.	Without any training I feel unprepared to meet the academic needs of students with special needs in my classroom.	40(14)	28.6(10)	22.9(8)	8.6(3)	
6.	The lack of formal training in inclusive education limits my ability to support students with special needs effectively.	31.4(11)	37.1(13)	20(7)	5.7(2)	5.8(2)
7.	I would benefit from professional development focused on inclusive teaching	34.3(12)	65.7(23)			

	strategies and special needs education.					
8.	I would feel more confident in teaching students with special needs if I had access to structured training and support.	42.9(15)	48.6(17)	8.5(3)		

Analysis and Interpretation

Here is the analysis of each question and the findings.

Table 4.3 reveals teachers' perceptions regarding The Impact of Teacher Training in this field on the Academic Success of Students with Special Needs in Inclusive Education

4.3.3.1 I have received formal training or professional development specifically focused on inclusive education and special needs.

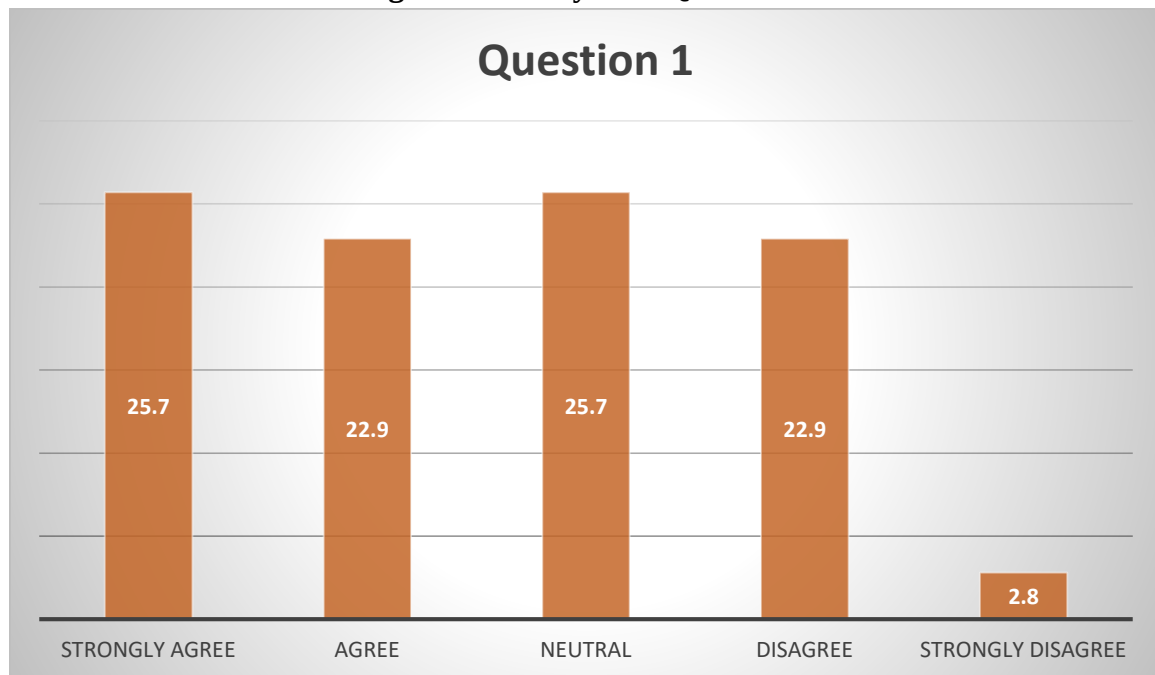
The finding that **66% of respondents agree** they have received formal training or professional development focused on inclusive education and special needs indicates a **moderate but not universal level of preparedness** among teachers. This suggests that a majority of teachers have been exposed to structured learning opportunities such as workshops, in-service training, certificate courses, or professional development programs related to inclusive practices.

Teachers who received such training reported better understanding of **diverse learning needs**, including students with learning disabilities, ADHD, autism spectrum disorders, and other special educational needs. The training has helped them develop skills in **differentiated instruction, classroom accommodations, behavior management strategies, and collaborative teaching** with special educators or support staff. As a result, these teachers are more confident in adapting lesson plans, using assistive resources, and applying inclusive assessment methods to support all learners.

However, the fact that **34% did not agree** highlights existing gaps. Some teachers may have received only **limited or theoretical training**, while others may not have had access to regular or updated professional development in this area. This gap can affect consistent implementation of inclusive practices across classrooms.

Overall, the 66% agreement reflects **positive progress toward inclusive education**, but it also emphasizes the need for **ongoing, hands-on, and mandatory professional development programs** to ensure that all teachers are adequately equipped to meet the needs of students with special needs in inclusive classrooms.

Figure 4.6 Analysis of Question 1



4.3.3.2 I feel well-prepared to implement teaching strategies that accommodate students with diverse learning needs

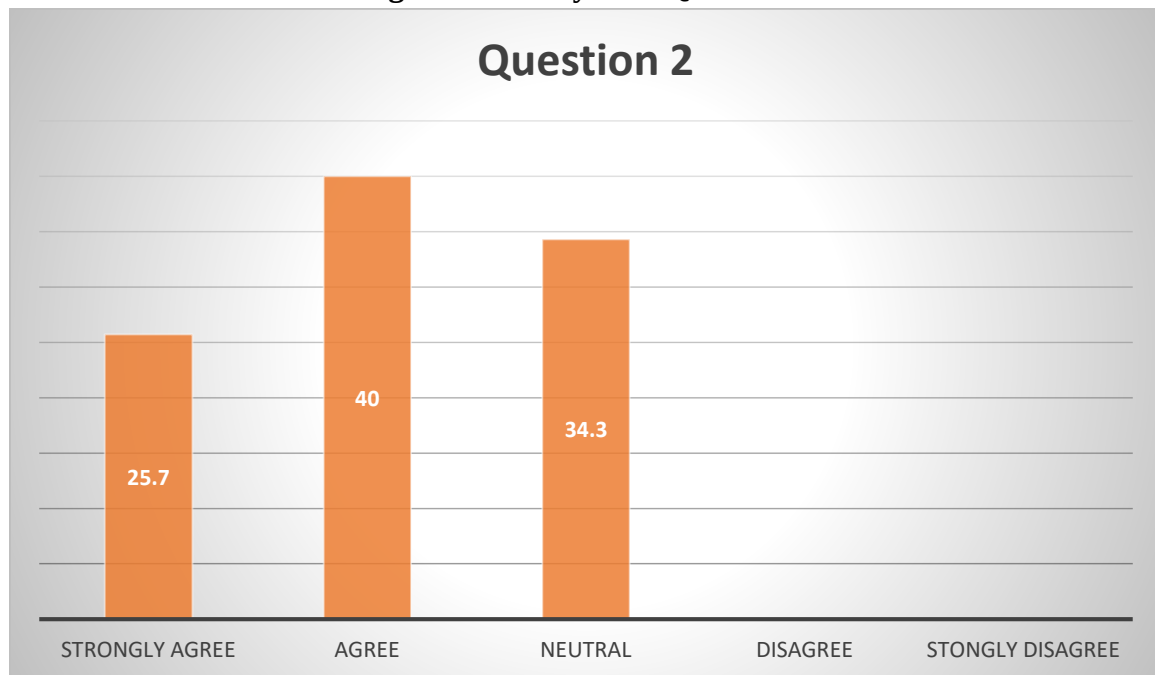
The result showing that **65% of teachers agree** they feel well-prepared to implement teaching strategies that accommodate students with diverse learning needs indicates a **moderate level of confidence and readiness** among educators. This suggests that a majority of teachers believe they possess the necessary knowledge and skills to address differences in students' abilities, learning styles, and pace within an inclusive classroom.

Teachers who feel prepared are likely able to use **differentiated instruction**, such as modifying lesson content, using varied teaching methods (visual, auditory, kinaesthetic), and providing flexible learning activities. They may also be comfortable applying **classroom accommodations**, including additional time, simplified instructions, peer support, or alternative assessment methods, to ensure all students can actively participate and demonstrate their learning.

However, the remaining **35% who did not agree** reflect ongoing challenges. Some teachers may struggle with **limited practical experience**, large class sizes, insufficient resources, or lack of continuous professional support. Others may feel unsure about adapting strategies for students with more complex needs without specialist guidance.

Overall, the 65% agreement suggests encouraging progress toward inclusive teaching practices, but it also highlights the need for **continuous professional development, mentoring, and access to support services** so that all teachers feel confident and competent in meeting the diverse learning needs of students in inclusive classrooms. Figure 4.7 well represents the analysis.

Figure 4.7 Analysis of Question 2



4.3.3.3 I believe that continued teacher training is essential for enhancing the academic outcomes of students with special needs.

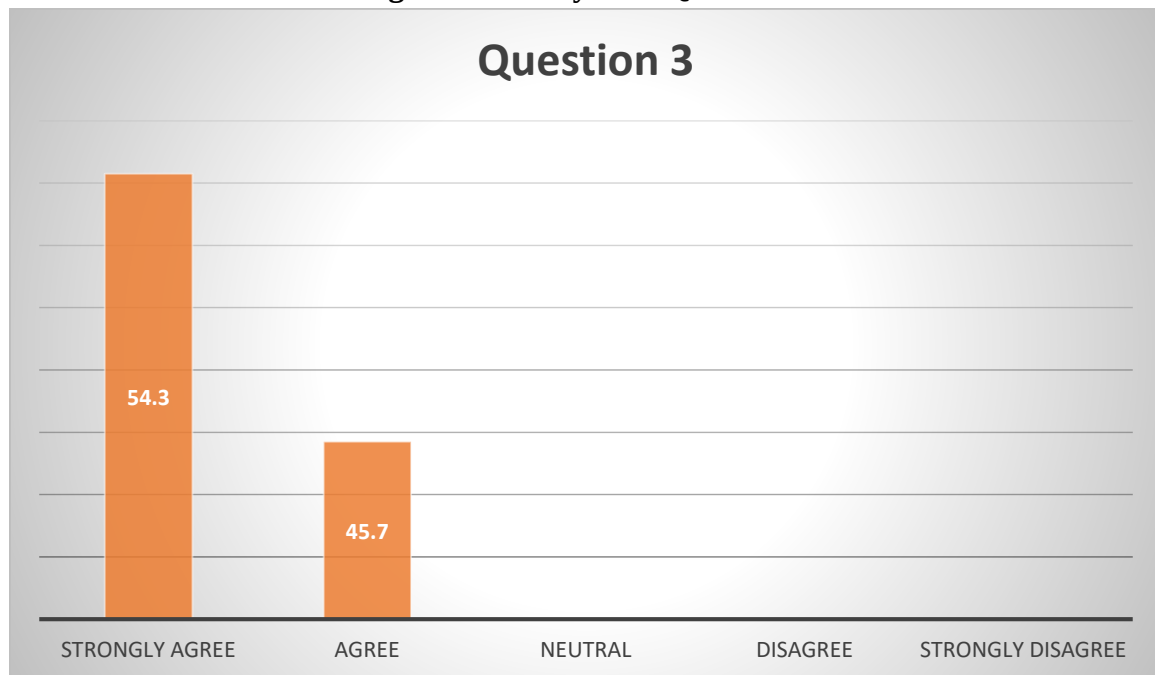
The response pattern, with **45% of teachers agreeing and 54% strongly agreeing**, demonstrates an **overwhelming consensus** that continued teacher training is essential for improving the academic outcomes of students with special needs. This near-universal agreement highlights teachers' strong recognition of professional development as a critical factor in effective inclusive education.

Teachers believe that **ongoing training** enables them to stay updated with current inclusive education practices, evidence-based instructional strategies, and emerging research related to special educational needs. Regular professional development helps teachers refine skills in **individualized instruction, curriculum adaptation, classroom management, use of assistive technologies, and inclusive assessment practices**, all of which directly support students' academic progress.

The high percentage of **strong agreement (54%)** suggests that many teachers have firsthand experience of how training positively impacts their classroom practice. Through continued training, teachers gain greater confidence in addressing diverse learning needs, identifying learning difficulties early, and implementing targeted interventions. It also enhances their ability to collaborate effectively with **special educators, therapists, and parents**, ensuring a more holistic support system for students with special needs.

Overall, these findings clearly indicate that teachers view continued professional development not as optional, but as **essential for ensuring equity and academic success** in inclusive classrooms. The strong consensus emphasizes the need for **systematic, ongoing, and practical training programs** to equip teachers with the competencies required to improve learning outcomes for students with special needs. Figure 4.8 is graphical representation.

Figure 4.8 Analysis of Question 3



4.3.3.4 The lack of formal training in inclusive education limits my ability to support students with special needs effectively.

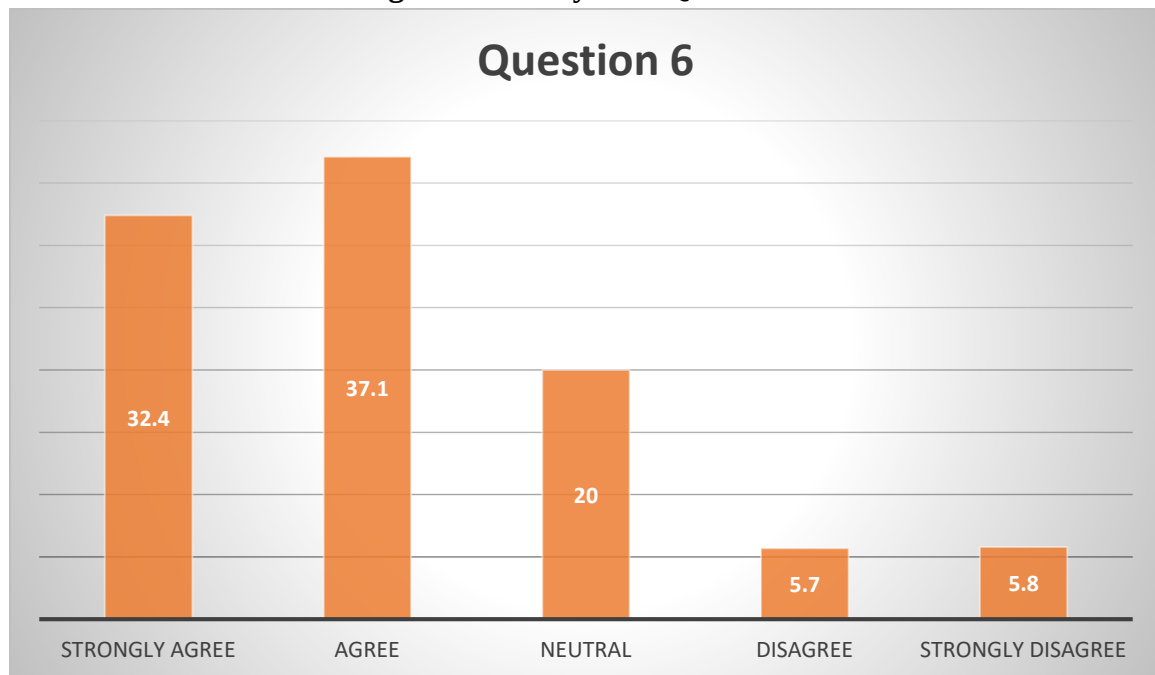
The finding that **approximately 68% of teachers agree** that the lack of formal training in inclusive education limits their ability to effectively support students with special needs highlights a **significant challenge in inclusive classroom practice**. This majority response indicates that many teachers feel insufficiently prepared when they have not received structured, specialized training related to inclusive education.

Teachers who agree with this statement often experience difficulties in **identifying specific learning needs**, selecting appropriate instructional strategies, and implementing suitable classroom accommodations. Without formal training, they may rely on general teaching methods that do not fully address the academic, behavioral, or social needs of students with special needs. This can impact teachers' confidence and reduce the effectiveness of inclusive practices.

The result also suggests that teachers recognize a strong link between **professional training and instructional effectiveness**. Formal training provides essential knowledge about different disabilities, inclusive teaching strategies, behavior management techniques, and assessment adaptations. In its absence, teachers may struggle to provide individualized support or to collaborate effectively with special educators and support staff.

Overall, the 68% agreement underscores the **urgent need for systematic and accessible training programs** in inclusive education. It emphasizes that equipping teachers with formal training is crucial for enhancing their capacity to support students with special needs and for ensuring meaningful inclusion and equitable learning opportunities in mainstream classrooms. Figure 4.9 supports the above explanation. Figure 4.9 gives graphical explanation.

Figure 4.9 Analysis of Question 6



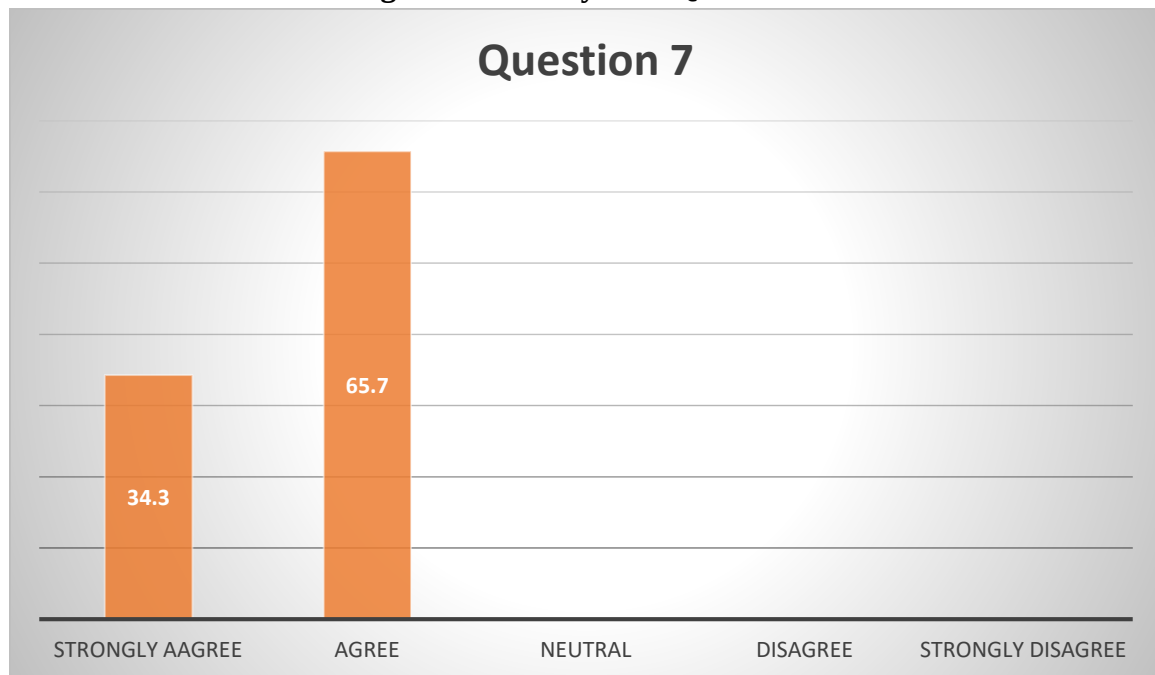
4.3.3.5 I would benefit from professional development focused on inclusive teaching strategies and special needs education.

The finding that **100% of teachers agree** they would benefit from professional development focused on inclusive teaching strategies and special needs education reflects a **unanimous recognition of the importance of continuous learning** in this area. This complete agreement indicates that teachers, regardless of their experience level or prior training, acknowledge the value of further professional development to enhance their effectiveness in inclusive classrooms.

Teachers believe that targeted professional development would help them gain **practical, classroom-based strategies** for addressing diverse learning needs. Such training is seen as essential for improving skills in **differentiated instruction, individualized education planning, behavior management, use of assistive technologies, and inclusive assessment methods**. Educators also recognize that students' needs are varied and evolving, making ongoing training crucial for responding effectively to these challenges. The 100% agreement also highlights teachers' awareness of existing gaps in resources, confidence, or specialized knowledge when working with students with special needs. Professional development is viewed as a way to strengthen teachers' competence, reduce classroom challenges, and promote **positive academic and social outcomes** for all learners.

Overall, this unanimous response strongly emphasizes the necessity for **regular, structured, and hands-on professional development programs**. It underscores teachers' collective commitment to inclusive education and their willingness to continuously improve their practices to ensure that students with special needs receive equitable, high-quality educational support. Figure 4.10 explains the above analysis

Figure 4.10 Analysis of Question 7



4.3.3.6 SUMMARY

The findings across all questions indicate a strong recognition among teachers of the importance of **training and professional development in inclusive education**. While a majority of teachers have received some formal training and feel moderately prepared to support students with diverse learning needs, many still experience limitations due to gaps in specialized knowledge and practical skills. Teachers overwhelmingly agree that **continued and targeted professional development is essential** for improving academic outcomes for students with special needs. The unanimous demand for further training highlights teachers' willingness to enhance their competencies and their commitment to creating effective, inclusive learning environments. Overall, the results emphasize the need for **ongoing, structured, and practical training programs** to strengthen inclusive teaching practices and ensure equitable educational opportunities for all learners.

4.4. SUMMARY OF THE QUANTITATIVE ANALYSIS

This research highlights that inclusive education practices such as differentiated instruction, Universal Design for Learning (UDL), assessment accommodations, collaborative teaching, and positive behavior support play a crucial role in improving the academic achievement of students with special needs. These practices help address diverse learning styles, reduce barriers to participation, and ensure equitable access to the curriculum, enabling students with special needs to actively engage and succeed academically in inclusive classrooms.

The findings also indicate that teacher training and ongoing professional development significantly influence the academic success of students with special needs. Well-trained teachers are more confident and competent in implementing inclusive strategies, adapting instruction, and providing appropriate support. Continued training enhances teachers' skills, leading to more effective classroom practices, improved student engagement, and better academic outcomes for students with special needs in inclusive education settings.

4.5. THEMATIC ANALYSIS

This study employed **thematic analysis** as outlined by **Braun and Clarke (2006)** to analyze the qualitative data collected for the research. Thematic analysis was chosen for its flexibility and systematic approach in identifying, analyzing, and interpreting patterns of meaning within the data. It enabled the researcher to organize participants' responses into key themes aligned with the research questions on inclusive education and teacher training.

The interview was conducted with five teachers of Indian schools in Oman. The respondents were chosen carefully from different sections who are teaching in inclusive environment.

Following Braun and Clarke's six-phase framework, the data was carefully reviewed, coded, and grouped into meaningful themes to ensure a clear and rigorous analysis. This approach provided an in-depth understanding of teachers' perceptions and experiences, allowing for rich insights into inclusive practices and their impact on students with special needs.

4.5.1 THEMES AND SUB-THEMES

1. Exposure to Inclusive Classrooms and Diverse Learning Needs
2. Understanding and Perceptions of Inclusive Education
3. Importance of Inclusive Education for Academic Achievement
4. Inclusive Teaching Strategies and Classroom Practices
5. Role of Teacher Training and Professional Development
6. Collaboration and Support Systems
7. Challenges in Implementing Inclusive Education

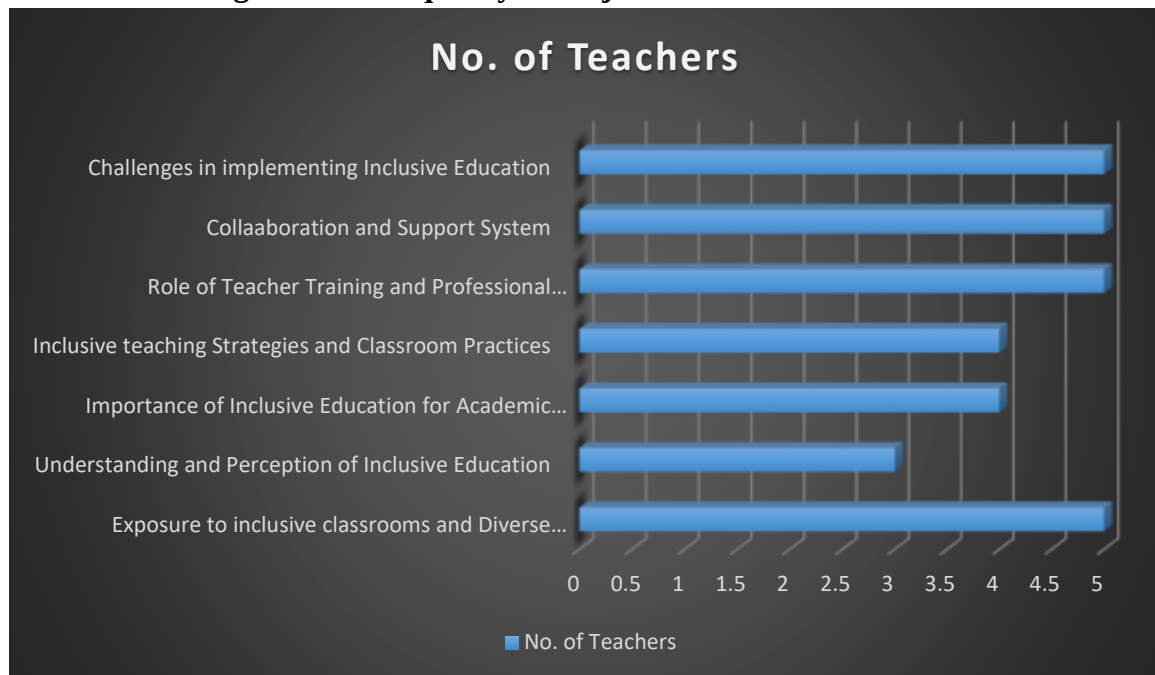
These themes collectively reflect teachers' experiences, challenges, and beliefs about inclusive education and its role in supporting the academic achievement of students with special needs.

Table 4.4 shows the percentage of themes summarised from teachers' responses.

Table 4.4 Shows the Percentage of Themes Summarised from Teachers' Responses

Themes	Number of Teachers	Percentage
1.Exposure to inclusive classrooms and Diverse Learning needs	5	100%
2.Understanding and Perception of Inclusive Education	3	60%
3.Importance of Inclusive Education for Academic Achievement	4	80%
4.Inclusive teaching Strategies and Classroom Practices	4	80%
5.Role of Teacher Training and Professional Development	5	100%
6.Collaboration and Support System	5	100%
7.Challenges in implementing Inclusive Education	5	100%

Figure 4.11 Frequency of Major Themes from Teachers



4.5.2 Sub Themes Under Major Themes

Exposure to Inclusive Classrooms and Diverse Learning Needs

The findings revealed that teachers had considerable exposure to inclusive classrooms comprising students with diverse special educational needs, including Attention-Deficit/Hyperactivity Disorder (ADHD), learning difficulties, Autism Spectrum Disorder (ASD), and speech delays. Participants reported teaching students with varying abilities across different educational levels, from kindergarten to primary school. This exposure enabled teachers to gain practical experience in recognizing diverse learning needs and adapting their instructional approaches to support all learners effectively.

Understanding and Perceptions of Inclusive Education

Teachers generally demonstrated a positive understanding of inclusive education, viewing it as an approach that provides equal learning opportunities for all students, regardless of their abilities or disabilities. Participants emphasized that inclusive education promotes respect for individual differences and creates a classroom environment where every student feels valued, accepted, and encouraged to participate in learning activities. They perceived inclusion as a means of fostering equity and ensuring that all learners receive appropriate educational support.

Perceived Importance of Inclusive Education for Academic Achievement

Participants believed that inclusive education contributes positively to students' academic achievement by providing equitable access to quality learning experiences. They noted that inclusive classrooms not only improve academic performance but also promote students' social and emotional development. Teachers highlighted that when students learn together in an inclusive environment, they develop a stronger sense of belonging, increased self-confidence, and improved emotional well-being, all of which contribute to better learning outcomes.

Inclusive Teaching Strategies and Classroom Practices

The study found that teachers employed a variety of inclusive teaching strategies to accommodate students with diverse learning needs. Differentiated instruction, adapted teaching methods, and flexible learning

activities were commonly used to address individual differences in ability and learning styles. Participants also reported providing individualized support, modifying classroom tasks, and allowing additional time for students who required extra assistance. These practices were considered essential for ensuring that all students could actively participate and achieve success in the classroom.

Role of Teacher Training and Professional Development

Although teachers expressed positive attitudes toward inclusive education, many acknowledged gaps in their knowledge and skills due to limited formal training in inclusive practices. Participants indicated that they often relied on personal experience and self-directed learning when working with students with special educational needs. They emphasized the importance of continuous professional development, specialized workshops, and training programs to enhance their competence and confidence in implementing effective inclusive teaching strategies.

Collaboration and Support Systems

Teachers identified collaboration as a key factor in the successful implementation of inclusive education. They reported working closely with special educators, school counsellors, and other support professionals to address the diverse needs of students. Participants also emphasized the importance of involving parents in the educational process, noting that effective communication and collaboration between home and school contribute significantly to students' academic progress, social development, and overall well-being.

Challenges in Implementing Inclusive Education

Despite recognizing the benefits of inclusive education, teachers reported several challenges in its implementation. Large class sizes made it difficult to provide individualized attention to all students, particularly those with special educational needs. In addition, curriculum demands and time constraints limited teachers' ability to adapt lessons and deliver personalized instruction. These challenges highlighted the need for increased institutional support, adequate resources, and manageable classroom conditions to facilitate the effective implementation of inclusive education.

4.6. Analysis of Themes and Sub-Themes

4.6.1. Theme 1: Exposure to inclusive classrooms and Diverse Learning needs

a) Presence of students with varied special needs (ADHD, learning difficulties, ASD, speech delays)

Analysis of the interview data reveals that all respondents consistently reported the presence of students with varied special needs within their classrooms, highlighting the diverse and complex nature of inclusive education settings. Teachers across kindergarten and primary levels identified students with ADHD, learning difficulties, autism spectrum conditions (ASD), speech and language delays, attention problems, and social-emotional challenges as part of their regular classroom composition.

The data indicate that inclusive classrooms are not limited to one type of need; rather, teachers manage multiple and overlapping learning challenges simultaneously. For example, several respondents mentioned supporting children with ADHD alongside those with speech delays and mild learning disabilities, while others reported the inclusion of students with ASD and language or comprehension difficulties. This diversity requires teachers to adopt flexible and responsive teaching approaches to meet individual needs.

Importantly, the presence of students with varied special needs was reported regardless of the level of formal training received by teachers. Even respondents without formal training acknowledged teaching students who required additional academic and behavioural support, relying on classroom experience, peer

guidance, and adaptive strategies . This underscores that inclusive education is a practical reality in classrooms rather than a theoretical concept.

Overall, this sub-theme highlights that teachers routinely work in heterogeneous classrooms where diverse special needs are common. The consistent mention of ADHD, learning difficulties, ASD, and speech delays emphasizes the necessity for inclusive practices, teacher preparedness, and ongoing professional development to effectively support the academic and developmental needs of all learners in inclusive education settings.

b) Inclusion across different educational levels (kindergarten to primary)

The interview data clearly demonstrate that inclusive education is implemented across multiple educational levels, ranging from kindergarten (ages 3–6) to upper primary classes (Classes 4–6). This sub-theme highlights that inclusion is not confined to early childhood education but continues as students' progress through primary schooling, reflecting a continuum of inclusive practices rather than a stage-specific approach

Several respondents identified themselves as kindergarten teachers, working with very young children who have ADHD, speech and language delays, mild learning difficulties, and social-emotional challenges. At this level, inclusion focuses heavily on early identification, foundational skill development, structured routines, and play-based or hands-on learning to support diverse needs. Teachers emphasized adapting activities and providing individualized attention to ensure meaningful participation from an early age. Teachers emphasized adapting activities and providing individualized attention to ensure meaningful participation from an early age.

In contrast, respondents teaching at the primary level, including Classes 4 to 6, reported working with students who have more academically complex needs, such as learning disabilities, autism spectrum conditions, comprehension difficulties, and attention-related challenges. At this stage, inclusive practices involved curriculum adaptation, scaffolded instruction, differentiated tasks, and modified assessments to help students cope with increased academic demands.

Despite differences in age groups and curriculum expectations, the data show strong consistency in inclusive values and practices across levels. Teachers at both kindergarten and primary stages emphasized equal learning opportunities, participation in the same classroom, and the importance of support systems. This indicates that inclusive education is viewed as a shared responsibility across the entire school system, requiring sustained support as students transition from early years to formal academic learning.

Overall, this sub-theme illustrates that inclusion is a school-wide and longitudinal practice, with teachers at different educational levels adapting their strategies to suit developmental and academic needs while maintaining the core principles of inclusive education

4.6.2. Theme 2: Understanding and Perception of Inclusive Education

a) Equal learning opportunities for all students

The interview data strongly reflect a shared belief among all respondents that inclusive education is fundamentally about providing equal learning opportunities to every child, regardless of ability or learning difficulty. Teachers consistently described inclusion as teaching all students together in the same classroom while ensuring that each child receives the support needed to participate and progress. This idea appears across responses from both kindergarten and primary teachers, indicating a common value base underpinning their practice.

Rather than viewing equality as giving every student the same instruction, teachers interpreted equal opportunity as fair access through adaptation and support. Respondents explained that some children require extra time, simplified instructions, visual supports, or individualized attention to engage meaningfully with learning tasks. By adjusting teaching methods and expectations, teachers aim to remove barriers that would otherwise prevent students with special needs from benefiting from the same curriculum as their peers

Teachers also linked equal opportunities with creating a supportive and respectful classroom climate where every child feels valued and encouraged to participate. When students feel accepted, they become more confident and motivated, which teachers believe leads directly to better academic engagement and progress. This shows that equal opportunity is not only academic but also emotional and social, contributing to a sense of belonging that supports learning

Overall, this sub-theme shows that teachers conceptualize inclusive education as ensuring that every learner can access, participate in, and benefit from classroom learning. Equal learning opportunities are achieved by adapting teaching to the learner, so that diversity becomes an expected and planned-for part of the classroom rather than an exception.

b) Respect for individual differences

The interview responses consistently show that teachers view inclusive education as recognising and valuing the unique abilities, needs, and learning pace of each student. Across all participants, inclusion was described not simply as placing students with special needs in the same classroom, but as actively respecting their individual differences and responding to them through adapted teaching. Teachers referred to students having “unique needs” and emphasised the importance of supporting each child “individually within the classroom setting,” indicating an understanding that one method cannot work for all learners.

This respect for difference is reflected in the strategies teachers reported using. Examples include providing extra time, simplifying instructions, using visual and hands-on materials, flexible grouping, scaffolder tasks, and individualised learning plans. Such approaches show that teachers do not expect all students to learn in the same way or at the same speed; instead, they adjust the learning environment so that differences become part of normal classroom planning rather than a problem to be fixed.

Teachers also connected respect for individual differences with creating a welcoming and supportive classroom culture. They highlighted the need for every child to feel valued, accepted, and encouraged to participate. This suggests that inclusion is both pedagogical and relational: respecting differences involves positive attitudes, patience, and encouragement, not only instructional adaptations. When diversity is respected, students are more confident and willing to engage, which teachers believe improves both academic and social outcomes.

Importantly, this theme appeared in responses from teachers with and without formal inclusive education training. Even the teacher who reported no formal training emphasised accepting all learners and supporting them according to their needs. This indicates that respect for individual differences is a deeply held professional value emerging from everyday classroom experience as well as professional development.

Overall, the data show that respecting individual differences is a core element of how teachers understand and practise inclusion. It shifts the focus from trying to make students fit the system to adapting the system to fit the students, ensuring that diversity is recognised as a strength that enriches the classroom.

4.6.3. Theme 3: Importance of Inclusive Education for Academic Achievement

a) Positive impact on academic performance

Across all interview responses, teachers consistently linked inclusive education with improved academic performance of students with special needs as well as benefits for the whole class. Participants explained that when students learn in a supportive and accepting environment, they become more confident and motivated, which directly enhances their ability to engage with academic tasks. Teachers repeatedly noted that feeling “accepted and supported” increases students’ willingness to participate, ask questions, and attempt challenging work, leading to observable learning progress.

The data show that academic improvement is not viewed only in terms of test scores, but as gradual and meaningful progress at each learner’s own pace. Teachers described how differentiated instruction, extra time, clear step-by-step explanations, and adapted materials enable students with ADHD, learning difficulties, ASD, or language delays to access the same lessons as their peers. These adjustments reduce frustration and help students complete tasks successfully, which builds competence and leads to steady academic gains.

Teachers also highlighted the role of peer interaction in improving achievement. Inclusive classrooms encourage cooperation and peer support, allowing students with special needs to learn through modelling, discussion, and group work. This shared learning environment was seen as strengthening understanding and reinforcing skills for all learners, not only those with identified needs.

Importantly, respondents across different grade levels—from kindergarten to upper primary—reported this positive academic effect, suggesting that inclusion supports both early foundational learning and later, more curriculum-based achievement. Even teachers facing challenges such as large class sizes and time pressure maintained that inclusive practices help students make better academic progress than they would in isolation or without targeted support.

Overall, the interviews indicate that inclusive education enhances academic performance by combining emotional safety, individualised support, and collaborative learning. When barriers are reduced and students’ differences are accommodated, they are better able to understand content, complete work, and demonstrate learning success.

b) Sense of belonging and emotional well-being

The interview data show that teachers strongly associate inclusive education with creating a classroom where every child feels accepted, valued, and emotionally safe. Respondents repeatedly emphasised that when students with special needs are included with their peers and receive appropriate support, they develop confidence and a positive attitude towards learning. Teachers described inclusion as building a “supportive and welcoming classroom” and a “sense of belonging,” which they believed directly motivates students to participate and try their best academically.

Many teachers noted that emotional well-being is a foundation for academic progress. Students who feel respected and understood are less anxious, more willing to communicate, and more engaged in classroom activities. Strategies such as positive reinforcement, peer support, flexible grouping, and patient step-by-step guidance were used not only to teach content but also to help students feel secure and included. This emotional safety encourages students with ADHD, learning difficulties, ASD, or language delays to take part in group tasks rather than withdraw or avoid work.

The interviews also highlight the social dimension of belonging. Learning alongside peers promotes cooperation, friendships, and peer modelling. Teachers observed that inclusive group activities allow students with special needs to feel like equal members of the class community instead of being separated

or labelled. This shared participation was seen as improving both social skills and classroom behaviour, which in turn supports better learning conditions for everyone.

Importantly, this emphasis on belonging appeared across all educational levels and regardless of teachers' formal training. Even the respondent without specialised training stressed accepting all learners and encouraging them according to their needs, showing that emotional inclusion is viewed as a core professional responsibility. Overall, the data indicate that inclusive practices nurture students' emotional well-being and sense of membership in the classroom, which acts as a powerful driver for sustained engagement and academic development.

4.6.4 Theme 4: Inclusive Teaching Strategies and Classroom Practices

a) Differentiated instruction and adapted teaching methods

The interview data show that differentiated instruction is a central practice used by teachers to make learning accessible for students with varied special needs. Across all respondents, teachers described intentionally modifying how they teach, what they ask students to do, and the support they provide so that every learner can participate meaningfully in the same classroom activities. This included using simple and step-by-step instructions, visual aids, hands-on tasks, scaffolded learning, adapted materials, and flexible grouping arrangements

Rather than delivering one uniform lesson, teachers reported adjusting tasks based on each child's ability level and pace. For example, some students were given extra time, simplified language, or repeated instructions, while others worked with adapted worksheets or individualised learning plans. Flexible seating and small group work were also used to support attention and engagement, particularly for students with ADHD or autism spectrum conditions. These adaptations helped students with learning difficulties, speech delays, or comprehension challenges to access the same curriculum content as their peers in different ways

Teachers also emphasised multimodal teaching methods. Visual supports, demonstrations, and practical activities were used alongside verbal explanations to cater to different learning styles. Positive reinforcement and regular feedback were applied to encourage effort and build confidence. Importantly, these strategies were not limited to one age group; both kindergarten and upper primary teachers described similar approaches, adapted to developmental level and subject demands.

Even the teacher without formal inclusive education training reported naturally using differentiation through simpler language, repetition, and peer support, indicating that adapting teaching is an everyday response to classroom diversity rather than an exceptional practice.

Overall, the data demonstrate that differentiated and adapted teaching methods function as the main mechanism through which equal participation and progress are made possible for students with varied special needs in inclusive classrooms.

b) Individualized support and extra time

A clear pattern across all interview responses is the emphasis on giving individualised support and additional time to students with special needs so they can participate meaningfully in classroom learning. Teachers repeatedly mentioned providing "extra time," "individual attention," "step-by-step explanations," and "additional support" for students who struggle with attention, language, reading, writing, or task completion. This shows that inclusion is enacted not only through whole-class adaptations but also through targeted, one-to-one or small-group assistance within the same classroom environment.

Teachers described how some students need more time to understand instructions, process information, and complete tasks. By allowing flexible time limits, repeating instructions, and breaking work into smaller steps, they reduce pressure and frustration for learners with ADHD, learning difficulties, autism spectrum conditions, or speech and language delays. This flexibility helps students demonstrate what they know rather than being disadvantaged by slower processing speed or communication barriers.

Individualised support also appeared in the form of modified tasks, adapted materials, and personalised guidance during activities. Teachers noted that they circulate in the classroom to give focused help, provide immediate feedback, and use positive encouragement to keep students engaged. In some cases, individual learning plans or collaboration with support staff were used to tailor goals and strategies for particular students. These practices enable students with special needs to work on the same topic as their peers but at an appropriate level of difficulty and independence.

Importantly, even in the face of large class sizes and time constraints, teachers prioritised giving extra time to learners who needed it, showing a strong commitment to equity over uniform pacing. The data suggest that this personalised pacing and support improve confidence, task completion, and academic progress, while also supporting emotional well-being by preventing feelings of failure or exclusion.

Overall, the sub-theme demonstrates that individualized support and flexible timing are essential mechanisms for removing barriers to participation. They allow students with diverse needs to access learning at their own pace within the shared classroom, turning inclusion into practical, day-to-day action rather than a general principle.

4.6.5 Theme 5: Role of Teacher Training and Professional Development

a) Gaps due to lack of formal training

The interview data reveal that while most teachers had attended workshops or in-service programmes on inclusive education, at least one respondent reported having no formal or specialised training and relying mainly on classroom experience, observation, and guidance from senior colleagues. This contrast highlights an important gap between teachers who have received structured professional preparation and those who are learning through trial and error in real classroom situations.

Teachers without formal training still demonstrated commitment to inclusion, but their strategies were more basic and reactive, such as repeating instructions, simplifying language, and giving extra time. In comparison, trained teachers described a wider range of intentional approaches like differentiated instruction, scaffolded learning, adapted materials, and individualised plans. This suggests that lack of formal training can limit the variety, confidence, and systematic use of inclusive strategies, even when teachers are highly motivated to support all learners.

The data also imply that without structured knowledge about specific conditions such as ADHD, ASD, or language disorders, teachers may find it harder to accurately identify needs and select the most effective supports. As a result, they depend heavily on informal advice, personal reading, or on-the-job experimentation. While this experiential learning is valuable, it may not always provide consistent, evidence-based practices across classrooms.

Furthermore, the presence of students with varied and sometimes complex needs in every respondent's classroom means that insufficient training can increase teacher workload and stress. Teachers mentioned challenges like large class sizes and limited time; without formal preparation in inclusive methods, adapting lessons for multiple needs becomes more demanding and less efficient. This gap reinforces the

importance of systematic professional development to equip all teachers with shared frameworks, practical tools, and collaborative skills.

Overall, this sub-theme shows that inclusive education is being implemented even where formal preparation is missing, but the depth and consistency of support are affected. Structured training enhances teachers' ability to move from basic accommodation to proactive, well-planned inclusive pedagogy, reducing uncertainty and improving outcomes for students with special needs.

b) Need For Continuous Professional Development

The interview data indicate that teachers view professional learning as an ongoing necessity rather than a one-time preparation. Although several respondents had attended workshops and in-service programmes on inclusive education, they still emphasised learning through collaboration with special educators, counsellors, senior teachers, and daily classroom experience. This suggests that initial or occasional training is helpful but not sufficient to address the continually changing and diverse needs of students with ADHD, learning disabilities, autism spectrum conditions, and language delays present in their classrooms. Teachers described inclusion as a practical, evolving process that requires them to constantly adapt strategies, materials, and classroom management approaches. Because each cohort of students brings different combinations of needs, prior knowledge must be regularly updated and refined. The reliance on peer guidance, observation, and self-learning reported in the interviews reflects an implicit demand for more structured, continuous professional development that can provide current, evidence-based methods rather than ad hoc solutions.

The data also show that collaboration functions as an informal form of ongoing professional development. Working with support staff and parents helped teachers improve their inclusive practices and better understand individual learners. However, this collaborative learning depends on availability of expertise and time, which may vary across schools. Regular, organised training opportunities would make such learning more equitable and systematic for all teachers.

Furthermore, teachers faced challenges such as large class sizes, curriculum pressure, and limited time. Continuous professional development can equip them with efficient instructional routines, differentiation techniques, and behaviour support strategies that make inclusive teaching more manageable under these constraints. In this sense, ongoing training is not only about new knowledge but also about sustaining teacher confidence and preventing burnout when dealing with complex classroom diversity.

Overall, the interviews suggest that inclusive education requires lifelong professional learning. Continuous development helps teachers move from basic accommodation to reflective, well-planned inclusive pedagogy, ensuring that support for students with special needs remains responsive, consistent, and effective over time

4.6.6 Theme 6: Collaboration and Support System

a) Collaboration with special educators and counsellors

A strong and recurring pattern in the interview data is teachers' reliance on collaboration with special educators, counsellors, and learning support staff to effectively include students with special needs. Multiple respondents described working closely with these professionals to understand individual learner profiles, adapt classroom activities, and manage behavioural or emotional challenges. This collaboration provided practical guidance beyond what teachers could achieve alone and helped translate inclusive principles into day-to-day classroom actions.

Teachers reported that special educators and counsellors contributed specialised knowledge about conditions such as ADHD, autism spectrum conditions, learning disabilities, and speech or language delays. Through joint discussions and shared planning, classroom teachers were able to design differentiated tasks, create individualised learning plans, and apply appropriate behaviour support strategies. This partnership enabled more accurate identification of student needs and more targeted instructional responses than independent trial-and-error approaches.

The data also show that collaboration functioned as on-the-job professional development. Teachers learned new techniques through observation, co-planning, and feedback from support staff. For example, guidance from counsellors helped teachers respond to social-emotional challenges, while special educators advised on adapting materials and pacing. This ongoing exchange of expertise increased teacher confidence and improved the consistency of support provided to students with special needs across subjects and activities.

Importantly, collaboration helped teachers cope with contextual constraints such as large class sizes and limited time. By sharing responsibility and drawing on specialist input, teachers could maintain inclusive practices without working in isolation. The interviews suggest that inclusive education is most effective when it is a team effort, where classroom teachers, special educators, and counsellors jointly contribute to planning, implementation, and monitoring of student progress.

Overall, this sub-theme highlights collaboration as a critical mechanism that bridges general and specialised expertise. It strengthens instructional quality, supports students' academic and emotional needs, and builds teachers' capacity to sustain inclusive practice over time.

b) Parent involvement in supporting student

The interview data indicate that collaboration with parents is an important component of inclusive practice, particularly for understanding and responding to the individual needs of students with special needs. Some respondents explicitly mentioned working closely with parents to improve their inclusive teaching and to meet individual learning needs more effectively. This suggests that teachers view parents as partners who provide valuable insights into a child's strengths, difficulties, routines, and behaviours beyond the classroom.

Through communication with parents, teachers are better able to maintain consistency between home and school support strategies. For example, when parents share information about how a child responds to certain instructions, rewards, or routines at home, teachers can adapt classroom approaches accordingly. This shared understanding helps in setting realistic goals, reinforcing learning, and addressing behavioural or emotional challenges in a coordinated way.

The interviews also imply that parent involvement contributes to more individualised and responsive support. By involving parents in discussions about progress and difficulties, teachers can design adaptations that are meaningful and culturally appropriate. This partnership is particularly valuable for students with ADHD, language delays, or learning difficulties, where reinforcement and practice outside school can significantly enhance academic gains and confidence.

Although not every respondent described parent collaboration in detail, those who did linked it directly to improved inclusive practice. This indicates that where strong home-school communication exists, teachers feel better equipped to include and support students with special needs. Parent involvement therefore acts as an extension of the support system, complementing the roles of teachers, special educators, and counsellors.

Overall, this sub-theme highlights that inclusive education extends beyond the classroom. Active parent involvement strengthens continuity of support, deepens understanding of individual differences, and contributes to both academic progress and emotional well-being of students with special needs.

4.6.7 Theme 7: Challenges in Implementing Inclusive Education

a) Large class size

A common challenge highlighted by almost all respondents is the impact of large class sizes on their ability to effectively implement inclusive practices. Teachers repeatedly mentioned that when there are many students in one classroom, it becomes difficult to provide individual attention to those with special needs such as ADHD, learning difficulties, autism spectrum conditions, and speech or language delays. Inclusive teaching requires time for explanation, repetition, monitoring, and feedback, and large numbers reduce the amount of time a teacher can spend with each learner.

The interviews show that teachers try to compensate for this constraint through careful planning, classroom routines, peer support, and collaboration with support staff. However, they still experience limits in how much they can adapt lessons for each student during live teaching. Large classes make it harder to modify tasks on the spot, observe individual progress, and provide immediate one-to-one help, which are all crucial for students who need extra guidance or slower pacing.

Teachers also linked large class size with increased workload and pressure to complete the syllabus. When many students require differentiated instruction simultaneously, the cognitive and practical demands on the teacher increase significantly. This can reduce opportunities for personalised scaffolding or flexible grouping, even when teachers strongly believe in inclusive principles. As a result, some adaptations may be simplified or delayed due to time and management constraints rather than lack of willingness.

Despite these difficulties, respondents demonstrated commitment to inclusion by adjusting their methods wherever possible, for example by using group work, peer assistance, and structured routines to reach more students at once. This suggests that while large class size is a barrier, it does not completely prevent inclusive practice; instead, it makes effective inclusion more dependent on additional support, training, and collaborative resources.

Overall, the data indicate that large class sizes reduce the intensity and frequency of individualised support that teachers can provide, making inclusive teaching more challenging and less sustainable without systemic supports such as teaching assistants or co-teaching arrangements

b) Curriculum pressure and time constraint

The interview data consistently highlight curriculum demands and limited instructional time as major barriers to fully implementing inclusive practices. Teachers reported that tight schedules and the need to complete prescribed syllabus content reduce the time available to adapt lessons, provide individual explanations, and monitor the progress of students with special needs. When lessons must move quickly to cover required content, students who need slower pacing, repetition, or alternative methods of instruction are at risk of falling behind.

Respondents explained that inclusive teaching often requires breaking tasks into smaller steps, giving extra time, using varied materials, and offering one-to-one support. However, heavy curriculum pressure makes these adaptations difficult to sustain throughout the day. Teachers noted that modifying lessons for several learners simultaneously is time-intensive, and balancing this with whole-class teaching and syllabus completion creates constant tension between equity and coverage.

Time constraints also limit opportunities for planning and reflection. Effective differentiation and individualised support depend on advance preparation of adapted materials and activities. With a packed timetable, teachers may rely on quicker, more general strategies instead of fully personalised approaches, even when they know more targeted support would benefit certain students. This indicates that the challenge is structural rather than motivational: teachers value inclusion but operate within restrictive temporal frameworks.

Despite these pressures, teachers described coping strategies such as careful lesson planning, classroom routines, flexible grouping, and peer support to maximise available time. Collaboration with support staff also helped distribute responsibilities. These responses show resilience and creativity, yet they also underline the need for systemic adjustments—such as flexible pacing guides or reduced non-instructional load—to make inclusive practice sustainable.

Overall, the data suggest that curriculum pressure and time constraints do not eliminate inclusive efforts but compress them, often leading to partial rather than fully individualised implementation. Addressing these structural factors is essential for enabling teachers to consistently provide the adaptations that students with special needs require for equitable academic progress

4.7 Summary of Qualitative Data Analysis

The qualitative analysis of the interviews shows that inclusive education is a regular and essential part of everyday classroom practice across kindergarten and primary levels. Teachers commonly work with students who have diverse needs such as ADHD, learning difficulties, autism spectrum conditions, and speech or language delays. They view inclusion as providing equal learning opportunities, respecting individual differences, and creating a supportive environment where every child feels a sense of belonging and emotional safety.

Inclusive practices are mainly implemented through differentiated instruction, adapted teaching methods, individualised support, and giving extra time to students who need it. Teachers use visual aids, hands-on activities, simplified instructions, flexible grouping, and positive reinforcement to ensure that all learners can participate and make academic progress. These approaches are believed to improve confidence, motivation, and overall academic performance.

Collaboration emerges as a key support factor. Working with special educators, counsellors, and parents helps teachers better understand student needs and apply effective strategies. At the same time, the analysis highlights gaps caused by lack of formal training for some teachers and a strong need for continuous professional development so that inclusive practices can be more systematic and evidence-based.

Major challenges include large class sizes, heavy curriculum demands, and limited time. These factors reduce opportunities for individual attention and lesson adaptation, even though teachers remain committed to inclusion. To cope, they rely on careful planning, classroom routines, peer support, and teamwork with support staff.

Overall, the findings show that teachers are highly motivated to include all learners and see clear academic and emotional benefits of doing so. However, sustainable and effective inclusion depends on ongoing training, collaboration, and structural support to reduce workload pressures and allow more personalised teaching.

4.8 Chapter Summary

Chapter 4 presented the qualitative analysis of interview data exploring teachers' experiences and percep-

tions of inclusive education and its impact on the academic achievement of students with special needs. Using thematic analysis, several key themes and sub-themes were identified that describe how inclusion is understood and practised in real classrooms.

The findings show that inclusive classrooms commonly include students with varied needs such as ADHD, learning difficulties, autism spectrum conditions, and speech or language delays across both kindergarten and primary levels. Teachers define inclusive education as providing equal learning opportunities, respecting individual differences, and ensuring that all students learn together in a supportive and welcoming environment. A strong sense of belonging and emotional well-being was viewed as essential for motivating students and improving their academic performance.

To support diverse learners, teachers regularly use differentiated instruction and adapted teaching methods. Strategies such as visual aids, hands-on activities, scaffolded tasks, flexible grouping, individualised support, and extra time enable students with special needs to access the same curriculum as their peers. These practices were reported to increase participation, confidence, and steady academic progress.

Collaboration emerged as a crucial factor. Working with special educators, counsellors, support staff, and parents helps teachers better understand and respond to individual needs. At the same time, the analysis revealed gaps where teachers lacked formal training in inclusive education, leading to reliance on experience and informal guidance. This highlighted a clear need for continuous professional development to strengthen inclusive pedagogy.

Despite strong commitment to inclusion, teachers face significant challenges from large class sizes, curriculum pressure, and limited time. These constraints reduce opportunities for one-to-one support and lesson modification. Teachers manage these difficulties through careful planning, classroom routines, peer support, and teamwork, but sustained inclusive practice requires additional structural and professional support.

Overall, Chapter 4 demonstrates that inclusive education positively influences both academic achievement and emotional development of students with special needs. Effective inclusion depends on differentiated teaching, collaboration, and ongoing teacher learning, alongside systemic conditions that allow teachers the time and resources to meet diverse learner needs.

CHAPTER 5

CONCLUSION AND IMPLICATION

5.1 INTRODUCTION

This chapter presents the concluding discussion of the study titled “Examining the Effectiveness of Inclusive Education Practices in Promoting Academic Achievement among Students with Special Needs.” The purpose of this research was to critically examine how inclusive education practices influence the academic achievement of students with special needs in mainstream classrooms, particularly within the context of selected schools in the Sultanate of Oman.

Inclusive education has emerged globally as a fundamental educational reform movement advocating equal opportunities for all learners. International frameworks such as the United Nations Sustainable Development Goal 4 emphasize the importance of inclusive and equitable quality education. In alignment with these global commitments, educational systems worldwide—including Oman—have increasingly adopted inclusive models aimed at integrating students with disabilities into general education settings.

However, while policies promoting inclusion are expanding, questions remain regarding their actual effectiveness in improving measurable academic outcomes.

This study was undertaken in response to the identified gap between policy intentions and practical implementation. Although inclusive education is widely endorsed as a moral and social imperative, empirical evidence regarding its direct impact on academic achievement remains varied and context-dependent. Therefore, this research sought to explore not only whether inclusive practices promote academic success, but also which specific strategies, teacher-related factors, and institutional supports contribute most significantly to positive outcomes.

In essence, Chapter 5 brings together the theoretical foundations, empirical insights, and contextual realities explored throughout the study to provide a coherent conclusion about the effectiveness of inclusive education practices in promoting academic achievement among students with special needs. It moves beyond mere summary to offer reflective analysis, practical recommendations, and directions for future research, thereby contributing meaningfully to the ongoing discourse on inclusive education and educational equity.

5.2 SUMMARY OF THE CHAPTERS

This section will sum up the study and research chapter wise. It provides an overview of the main content and focus of each chapter in this study. It briefly reviews how the research progressed from the conceptual foundation to the methodological design and then to the empirical findings that addressed the research questions.

5.2.1 SUMMARY OF CHAPTER 1

Chapter 1 lays the foundation of the study by introducing the concept of inclusive education and its importance in ensuring equal learning opportunities for students with special needs. It highlights global educational goals such as the United Nations Sustainable Development Goal 4, which promotes inclusive and equitable quality education.

The chapter explains the background of inclusive education, tracing its shift from segregated systems to integrated classrooms. It also discusses the current context in Oman, where efforts are being made to include students with disabilities in mainstream schools.

The problem statement identifies the lack of clear evidence on how effective inclusive education practices are in improving academic achievement.

This chapter further outlines the purpose of the study, the research objectives, and the research questions that guide the investigation. It also presents the conceptual framework, illustrating the relationship between inclusive practices and academic achievement. In addition, the chapter highlights the significance of the study by explaining its contribution to educational research and practice. The limitations of the study and the operational definitions of key terms are also provided to clarify the scope and context of the research. Overall, this chapter establishes the rationale for the study, defines its direction, and provides the foundation for the subsequent chapters.

5.2.2 SUMMARY OF CHAPTER 2

Chapter 2 presents a comprehensive review of the theories, literature, and previous studies related to inclusive education and its impact on students' academic achievement. The chapter discusses key theoretical frameworks, including the medical, social, and relational models of disability, as well as major learning theories such as behaviourism, cognitivism, and constructivism, which provide the theoretical foundation for inclusive teaching and learning. It further examines research indicating that inclusive

education has a positive influence on academic achievement when supported by effective instructional strategies, including differentiated instruction, peer-assisted learning, and the use of assistive technologies. Previous studies, including those by Smith and Tyler, highlight improved academic and social outcomes for students in inclusive educational settings. In addition, the chapter explores important concepts such as equity and intersectionality in education, the role of technology in promoting inclusion, the significance of Social-Emotional Learning (SEL), and the influence of teachers' attitudes, competencies, and professional training on successful inclusive practices. Overall, the literature suggests that effective inclusive education extends beyond the physical placement of students with diverse learning needs in mainstream classrooms and requires comprehensive support, appropriate resources, skilled teachers, and holistic teaching practices to ensure meaningful participation and improved academic outcomes for all learners.

5.2.3. SUMMARY OF CHAPTER 3

Chapter 3 describes the research methodology adopted for the study and explains how the research was designed and conducted. The study employed a mixed-methods approach, integrating both quantitative and qualitative data to provide a comprehensive understanding of the impact of inclusive education on students' academic achievement. The research was conducted in selected schools in Oman, with participants comprising teachers, principals, counsellors, and parents. A random sampling technique was used to select the participants to ensure fair representation. Data were collected using questionnaires and semi-structured interviews, allowing the researcher to gather both numerical data and in-depth insights from the participants. Quantitative data were analyzed using descriptive statistical techniques, while qualitative data were examined through thematic analysis to identify recurring patterns and themes. The chapter also outlines the procedures undertaken to ensure the validity and reliability of the research instruments, as well as the ethical considerations observed throughout the study, including informed consent, confidentiality, and voluntary participation. Overall, this chapter provides a systematic and transparent framework for conducting the research and ensures the credibility and trustworthiness of the study findings.

5.2.4. SUMMARY OF CHAPTER 4

Chapter 4 presents and analyzes the data collected from the study participants to address the research objectives and questions. The findings reveal that inclusive educational practices, such as differentiated instruction, peer support, and collaborative learning, contribute positively to students' academic achievement and overall classroom participation. The results also indicate that teacher training and professional competence play a significant role in the successful implementation of inclusive education, while positive and supportive classroom environments foster greater student engagement, confidence, and participation. Despite these positive outcomes, participants identified several challenges that hinder the effective implementation of inclusive education, including inadequate resources, limited availability of assistive technology, large class sizes, insufficient teacher training, and difficulties in assessing students with diverse learning needs. Overall, the findings suggest that inclusive education has a positive impact on academic achievement; however, its effectiveness largely depends on the availability of appropriate resources, continuous professional development for teachers, supportive school environments, and the successful implementation of inclusive practices.

5.3 KEY FINDINGS AND INTERPRETATIONS

5.3.1 QUANTITATIVE RESULTS FROM QUESTIONNAIRE

The quantitative findings, based on responses from **35 teachers**, indicate a strong implementation of inclusive education practices in classrooms. A majority of teachers reported using strategies such as differentiated instruction (85%), peer-assisted learning (85.7%), and positive behaviour support (97%), showing that inclusive teaching methods are widely adopted.

Collaboration with special educators (74%) and parent involvement (82.9%) were also positively reported, suggesting a supportive learning environment. However, the use of assistive technology (48.6%) and understanding of Universal Design for Learning (UDL) showed moderate to low levels, with a high percentage of neutral responses, indicating gaps in awareness and resources.

Regarding teacher training, only 48.6% of teachers reported receiving formal training in inclusive education. Despite this, there was unanimous agreement (100%) that training is essential, and over 90% believed it improves teaching effectiveness and confidence. This highlights a significant gap between the need for training and its availability.

Overall, the data suggest that while inclusive practices are actively implemented and positively perceived, challenges such as limited training, insufficient resources, and lack of clarity in certain areas may affect the full effectiveness of inclusive education in improving academic achievement.

5.3.2 QUALITATIVE RESULTS OF EDUCATORS' INTERVIEW

The qualitative data collected through teacher interviews were analysed using thematic analysis, which helped identify key patterns and themes related to inclusive education practices and their impact on academic achievement. A total of seven major themes emerged, reflecting teachers' experiences, perceptions, and challenges in inclusive classrooms

5.3.2.1. Exposure to Inclusive Classrooms and Diverse Learning Needs

The findings revealed that all participating teachers (100%) reported working in inclusive classrooms comprising students with diverse learning needs, including Attention-Deficit/Hyperactivity Disorder (ADHD), learning difficulties, Autism Spectrum Disorder (ASD), and speech or language delays. This indicates that inclusive education has become a common practice rather than merely a policy initiative within the participating schools. The presence of students with a wide range of abilities and educational needs demonstrates that teachers are required to address multiple learning profiles simultaneously within the same classroom environment. As a result, classrooms have become increasingly diverse and complex, requiring teachers to accommodate varying academic, behavioural, communication, and social-emotional needs while ensuring equitable learning opportunities for all students.

The findings further suggest that managing such diversity requires teachers to adopt flexible and responsive instructional practices that cater to individual learning differences. Participants emphasized that no single teaching strategy is effective for all learners, making it necessary to differentiate instruction, modify classroom activities, provide individualized support, and use a variety of teaching resources and assessment methods. Teachers also highlighted the importance of creating a positive and inclusive classroom environment where every student feels accepted, respected, and encouraged to participate actively in learning activities regardless of their abilities.

Moreover, the findings demonstrate that inclusive education is no longer viewed as an optional educational approach but as a practical reality that teachers encounter in their daily professional practice. Consequently, teachers must possess the knowledge, skills, and confidence to respond effectively to the diverse needs of their students. The results underscore the importance of comprehensive teacher

preparation, continuous professional development, and access to adequate educational resources and support services. Without sufficient training and institutional support, teachers may face difficulties in meeting the varied academic and behavioural needs of students with disabilities while simultaneously addressing the learning needs of the entire class. Therefore, the findings highlight the critical need for flexible teaching approaches, ongoing capacity building, and collaborative support systems to ensure the successful implementation of inclusive education and to promote positive academic and social outcomes for all learners.

5.3.2.2. Understanding and Perception of Inclusive Education

The findings revealed that the majority of teachers (60%) defined inclusive education as an approach that provides equal learning opportunities for all students, regardless of their abilities, backgrounds, or educational needs. Participants emphasized that inclusive education is founded on the principles of equity, respect for individual differences, and the creation of a supportive and welcoming classroom environment where every student feels valued and accepted. Teachers viewed inclusion as ensuring that all learners have access to quality education and are given appropriate opportunities to participate meaningfully in classroom activities. They recognized that every student has unique strengths, challenges, and learning preferences, and therefore instructional practices should be adapted to accommodate these differences rather than expecting all students to learn in the same way.

Beyond academic achievement, teachers highlighted that inclusive education also plays a vital role in promoting students' emotional and social development. They explained that an inclusive classroom fosters a sense of belonging by enabling students with and without disabilities to learn together, interact positively, and build respectful relationships. Participants believed that when students feel accepted, supported, and included by their teachers and peers, they develop greater self-confidence, emotional well-being, and motivation to participate in learning activities. Such an environment also encourages empathy, cooperation, and mutual respect among all students, contributing to a positive classroom climate.

The findings suggest that teachers possess a holistic understanding of inclusive education, recognizing that its purpose extends beyond improving academic performance. Instead, they perceive inclusion as a comprehensive educational philosophy that supports the intellectual, social, emotional, and personal development of every learner. This broader perspective reflects an awareness that successful inclusion involves creating equitable learning opportunities while also nurturing students' emotional well-being, fostering positive relationships, and ensuring that every student experiences a genuine sense of belonging within the school community. These findings reinforce the view that inclusive education is most effective when it addresses the whole child and promotes both academic success and overall well-being.

5.3.2.3. Importance of Inclusive Education for Academic Achievement

The findings revealed that a large majority of teachers (80%) believed that inclusive education has a positive impact on students' academic achievement. Participants consistently expressed the view that inclusive classrooms provide an environment in which students are more likely to succeed academically because they receive equitable learning opportunities, individualized support, and encouragement to participate actively in classroom activities. Teachers observed that when students with diverse learning needs are included in mainstream classrooms and provided with appropriate instructional strategies, they demonstrate improved academic performance, increased engagement, and greater willingness to participate in the learning process. These findings suggest that inclusive education contributes not only to improved educational access but also to better learning outcomes for students with and without special educational needs.

Participants further emphasized that inclusive education plays an important role in enhancing students' confidence and motivation to learn. Teachers explained that when students feel accepted, respected, and supported by both teachers and peers, they become more confident in expressing their ideas, asking questions, and participating in classroom discussions. This positive learning environment encourages students to develop a growth mindset and increases their willingness to take part in academic activities without fear of discrimination or failure. Many participants noted that students who experience success in an inclusive setting often demonstrate higher levels of motivation, perseverance, and self-esteem, all of which contribute to improved academic achievement.

Another important finding was the strong relationship between emotional safety and learning outcomes. Teachers believed that students learn more effectively when they feel emotionally secure and experience a sense of belonging within the classroom. An inclusive environment that values diversity and promotes positive peer relationships helps reduce anxiety, social isolation, and fear of rejection, thereby enabling students to focus more effectively on learning. Participants highlighted that emotional well-being creates the foundation for active engagement, better concentration, and meaningful participation in classroom activities.

Furthermore, teachers recognized that academic progress is closely linked to social inclusion. They explained that opportunities to interact, collaborate, and learn alongside peers promote not only academic development but also communication skills, cooperation, empathy, and mutual respect. These social interactions contribute to a supportive classroom climate that benefits all learners. Overall, the findings indicate that teachers perceive academic success and emotional well-being as interdependent, emphasizing that students are more likely to achieve positive educational outcomes when they feel valued, emotionally supported, and socially included. This holistic perspective reinforces the importance of creating inclusive learning environments that foster both academic excellence and the overall well-being of every student.

5.3.2.4. Inclusive Teaching Strategies and Classroom Practices

The findings revealed that a substantial majority of teachers (80%) reported implementing a variety of inclusive teaching strategies to meet the diverse learning needs of students in their classrooms. Participants indicated that differentiated instruction was one of the most commonly used approaches, enabling them to modify lesson content, teaching methods, and learning activities according to students' individual abilities, interests, and learning styles. Teachers also reported adapting instructional methods by simplifying learning materials, providing alternative explanations, and using multiple teaching approaches to ensure that all students could access the curriculum effectively. In addition, individualized support was frequently provided to students who required extra academic or behavioural assistance, while additional time was allocated for learners who needed more opportunities to complete classroom tasks, assignments, or assessments. These practices reflected teachers' commitment to creating equitable learning opportunities and ensuring that every student could participate meaningfully in the learning process.

Participants further described several classroom practices that supported inclusive education. The use of visual aids, such as pictures, charts, flashcards, and multimedia presentations, was identified as an effective strategy for enhancing students' understanding and maintaining their engagement. Hands-on learning activities and practical demonstrations were also widely employed to accommodate different learning preferences and promote active participation. Teachers reported organizing students into flexible groups based on learning needs, allowing opportunities for peer collaboration, cooperative learning, and mutual support. Scaffolded tasks, in which complex activities were broken down into manageable steps, were used to help students gradually build their understanding and confidence. Furthermore, participants

emphasized the importance of positive reinforcement through praise, encouragement, and constructive feedback to motivate students, strengthen positive behaviours, and foster a supportive classroom atmosphere.

The findings indicate that these inclusive teaching strategies had a positive influence on students' learning experiences and academic development. Teachers observed that the use of differentiated instruction and individualized support increased students' participation in classroom activities by ensuring that learning tasks were appropriate to their abilities and needs. Participants also reported noticeable improvements in students' confidence, as learners became more willing to express their ideas, ask questions, and engage with peers in classroom discussions. In addition, the consistent use of inclusive instructional practices contributed to steady academic progress by enabling students to learn at their own pace while receiving the necessary guidance and support. Overall, the findings suggest that effective inclusive teaching strategies not only improve academic achievement but also enhance student engagement, self-confidence, motivation, and participation. These results reinforce the importance of adopting flexible, student-centred instructional approaches that recognize and respond to the diverse needs of learners in inclusive classrooms.

5.3.2.5. Role of Teacher Training and Professional Development

The findings revealed that all participating teachers (100%) emphasized the critical importance of teacher training and professional development in the successful implementation of inclusive education. Participants highlighted that adequate knowledge, skills, and preparation are essential for effectively addressing the diverse academic, behavioural, and social needs of students in inclusive classrooms. However, some teachers reported experiencing gaps in their understanding of inclusive practices due to limited formal training in special education and inclusive teaching approaches. In such cases, teachers often relied on their personal teaching experience, self-learning, and trial-and-error approaches to support students with diverse learning needs. While practical experience was considered valuable, participants acknowledged that it could not fully replace systematic professional preparation and specialized training. The findings further indicated that teachers who had received formal training in inclusive education demonstrated greater confidence and were more likely to use structured and effective instructional strategies. These teachers reported being better equipped to differentiate instruction, adapt learning materials, manage classroom diversity, and provide appropriate support for students with special educational needs. Participants emphasized that continuous professional development opportunities, including workshops, training programs, and collaborative learning sessions, are essential for keeping teachers updated with effective inclusive practices and improving their professional competence. The findings suggest that insufficient training can limit teachers' ability to implement inclusion effectively, whereas ongoing professional development enhances confidence, improves teaching quality, and strengthens teachers' capacity to respond to diverse learner needs. Therefore, teacher training emerged as a critical factor influencing the success and sustainability of inclusive education.

Collaboration and Support Systems

The findings also revealed that all respondents (100%) identified collaboration as an essential support system for effective inclusive education. Participants emphasized the importance of working collaboratively with special educators, school counsellors, parents, and other professionals to better understand and respond to students' individual learning needs. Teachers reported that collaboration with special educators provided valuable guidance on selecting appropriate teaching strategies, adapting classroom activities, and implementing individualized support plans. Similarly, support from counsellors

helped teachers address students' emotional, behavioural, and social challenges, while parental involvement contributed to a better understanding of students' strengths, difficulties, and progress outside the classroom.

Participants further indicated that collaborative practices improved instructional decision-making and enhanced the overall quality of classroom support. Through regular communication and shared problem-solving, teachers were able to develop more effective approaches for meeting diverse learning requirements. Collaboration was also viewed as an informal form of professional development, as teachers learned from the knowledge, experiences, and expertise of colleagues and support professionals. Additionally, participants noted that collaboration helped reduce individual teacher workload by distributing responsibilities and providing access to additional resources and expertise. Overall, the findings demonstrate that strong collaboration and support networks are fundamental to successful inclusive education, as they strengthen teachers' capacity, improve student support, and contribute to the development of more inclusive and responsive learning environments.

5.3.2.6. Challenges in Implementing Inclusive Education

The findings revealed that all participating teachers (100%) emphasized the significant role of teacher training and professional development in ensuring the effective implementation of inclusive education. Teachers highlighted that working in inclusive classrooms requires specialized knowledge, skills, and competencies to address the diverse academic, behavioural, communication, and social needs of students. Participants acknowledged that inclusive teaching involves more than simply placing students with special educational needs in mainstream classrooms; rather, it requires teachers to understand individual differences, select appropriate instructional strategies, modify learning materials, and create supportive learning environments. However, some teachers reported that they had limited formal preparation in inclusive education and often depended on their personal teaching experiences, observations, and self-directed learning to support students with diverse needs. While practical experience helped teachers develop confidence over time, participants recognized that structured professional training is necessary to provide them with evidence-based strategies and a deeper understanding of inclusive practices.

The findings also indicated that teachers who had received formal training in inclusive education demonstrated greater confidence and competence in managing diverse classrooms. These teachers were more likely to implement systematic approaches such as differentiated instruction, individualized learning plans, classroom accommodations, and appropriate assessment modifications. They reported feeling better prepared to identify students' learning difficulties, select suitable interventions, and provide effective support based on individual needs. In contrast, teachers with limited training expressed challenges in understanding specific disabilities, managing behavioural difficulties, and adapting curriculum requirements for students with different abilities. This suggests that the availability and quality of teacher preparation directly influence the effectiveness of inclusive classroom practices.

Participants strongly emphasized the need for continuous professional development rather than one-time training sessions. They suggested that regular workshops, specialized courses, peer learning opportunities, and practical training programs would help teachers remain updated with current inclusive education approaches and develop greater confidence in supporting diverse learners. Continuous professional development was viewed as an important mechanism for improving teaching quality, strengthening problem-solving abilities, and promoting positive attitudes toward inclusion. The findings demonstrate that inadequate training can act as a barrier to successful inclusion, whereas ongoing professional learning enhances teachers' skills, confidence, and ability to create effective inclusive learning environments.

Therefore, teacher training and professional development emerged as essential factors for achieving meaningful and sustainable inclusive education.

Furthermore, all respondents (100%) identified collaboration and support systems as crucial elements in the successful implementation of inclusive education. Teachers emphasized that effective inclusion cannot be achieved through individual efforts alone and requires cooperation among teachers, special educators, counsellors, parents, and school administrators. Collaboration with special educators was considered particularly valuable because it provided teachers with guidance on understanding students' specific needs, developing appropriate teaching strategies, adapting instructional materials, and implementing individualized support plans. Counsellors were also recognized as important contributors who helped address students' emotional, behavioural, and social challenges, thereby supporting their overall development and classroom participation.

Parent involvement was another important aspect highlighted by participants. Teachers explained that regular communication with parents helped them gain deeper insights into students' abilities, interests, challenges, and progress. Parents were considered valuable partners in reinforcing learning strategies and supporting students' academic and emotional development beyond the classroom. The findings further revealed that collaboration served as an informal form of professional development, as teachers learned from the experiences and expertise of colleagues and other professionals. Through teamwork and shared responsibility, teachers were able to improve their instructional approaches, solve classroom challenges more effectively, and reduce the workload associated with supporting diverse learners.

Overall, the findings highlight that strong collaboration and support networks are fundamental for successful inclusive education. A coordinated approach involving teachers, specialists, counsellors, families, and school communities strengthens the capacity of educators to respond effectively to diverse learning needs. Collaboration not only improves the quality of instructional practices but also creates a more supportive, inclusive, and student-centred learning environment where all learners have opportunities to participate, progress, and achieve academic success.

5.3.2.7. Overall Interpretation of Thematic Results

The thematic analysis of the data revealed that inclusive education is actively practiced and highly valued by teachers in the participating schools. Teachers demonstrated a strong commitment toward creating inclusive learning environments where students with diverse abilities and learning needs can participate meaningfully alongside their peers. The findings indicate that teachers perceive inclusive education not merely as an educational policy requirement but as an important approach that promotes equity, participation, and equal learning opportunities for all students. Their experiences suggest that inclusion has become an integral part of classroom practice, requiring teachers to continuously adapt their approaches to address the diverse academic, behavioural, social, and emotional needs of learners.

The findings further revealed that teachers believe inclusive education has a positive impact on both academic achievement and students' emotional development. Participants highlighted that inclusive classrooms provide students with opportunities to improve their academic skills while also developing confidence, independence, social interaction, and a sense of belonging. Teachers observed that when students feel accepted and supported, they are more motivated to participate in learning activities and demonstrate greater engagement and perseverance. The results suggest that academic progress and emotional well-being are closely interconnected, as a positive and supportive classroom environment contributes significantly to students' overall learning experiences and success.

The analysis also showed that teachers employ a range of effective instructional strategies to support diverse learners. These strategies include differentiated instruction, adapted teaching methods, individualized support, flexible grouping, visual resources, hands-on activities, and positive reinforcement. Teachers reported that these approaches help accommodate individual differences and enable students to access the curriculum according to their abilities and learning needs. The use of varied teaching strategies reflects teachers' efforts to create flexible and responsive classrooms where all students have opportunities to participate and achieve their learning goals.

Furthermore, collaboration and professional development emerged as key factors that support the successful implementation of inclusive education. Teachers emphasized that effective inclusion requires cooperation among teachers, special educators, counsellors, parents, and school administrators. Collaborative support systems help teachers better understand students' needs, develop appropriate interventions, and improve their instructional practices. Similarly, continuous professional development was identified as essential for enhancing teachers' knowledge, confidence, and ability to implement inclusive strategies effectively. The findings indicate that well-trained and supported teachers are better equipped to manage classroom diversity and promote positive outcomes for all learners.

Despite teachers' positive attitudes and commitment toward inclusion, the findings also highlighted several systemic challenges that limit the full implementation of inclusive education. Participants identified factors such as large class sizes, limited instructional time, curriculum pressures, insufficient resources, and restricted access to assistive technologies as significant barriers. These challenges make it difficult for teachers to provide individualized attention and fully implement inclusive practices in their classrooms. Therefore, while teachers demonstrate motivation and willingness to support inclusive education, their effectiveness is influenced by the availability of appropriate institutional support and educational resources.

Overall, the findings suggest that successful inclusive education do not depends more on teachers' commitment alone. Although teachers play a central role in creating inclusive classrooms, sustainable inclusion requires continuous professional development, strong collaboration among stakeholders, adequate resources, and supportive educational policies. Structural improvements within the education system are necessary to reduce existing barriers and enable teachers to provide meaningful and equitable learning experiences for all students. Thus, inclusive education can achieve its intended goals when teacher efforts are supported by effective training, collaborative networks, and a well-organized educational framework.

5.4 INTEGRATION OF METHODS

Use of Mixed-Method Approach

The present study adopted a mixed-method research approach to examine the effectiveness of inclusive education practices in promoting academic achievement among students with special needs. This approach combines both quantitative and qualitative methods to provide a comprehensive understanding of the research problem.

In this study, the mixed-method design involved:

Quantitative Component

Quantitative data for this study were collected using structured questionnaires administered to teachers working in inclusive classrooms. The questionnaire was designed to gather standardized information that could be analyzed statistically, enabling the researcher to examine the current status and effectiveness of

inclusive education practices. The quantitative component focused on measuring the extent to which inclusive practices were implemented in classrooms, assessing teachers' levels of training and professional preparedness for inclusive education, identifying the common challenges encountered during implementation, and evaluating teachers' perceptions of the impact of inclusive education on students' academic achievement. The questionnaire consisted of structured items that allowed participants to provide consistent responses, thereby ensuring uniformity in data collection and facilitating objective comparison across the sample.

The use of quantitative data collection provided numerical and measurable evidence that enabled the researcher to identify patterns, trends, and relationships among the study variables. Statistical analysis of the questionnaire responses made it possible to summarize teachers' experiences and perceptions using descriptive measures such as frequencies, percentages, means, and standard deviations. These findings provided an overall picture of teachers' views regarding inclusive educational practices, their level of preparedness, and the factors influencing successful implementation. Furthermore, the quantitative results allowed the researcher to make generalizations about the sample and identify areas requiring further investigation through qualitative inquiry. By providing objective and systematically collected data, the quantitative component strengthened the reliability of the study and offered empirical evidence to support the research objectives and answer the research questions.

Integration of Both Methods

The integration of quantitative and qualitative data enabled the researcher to develop a more comprehensive and balanced understanding of the research problem. By combining numerical data obtained from questionnaires with detailed insights gathered through interviews, the study achieved methodological triangulation, which enhanced the credibility and trustworthiness of the findings. The use of both approaches allowed for the cross-validation of results, whereby evidence obtained from one method was compared and confirmed through the other. This process strengthened the overall validity of the study by demonstrating consistency between the quantitative findings and the participants' qualitative experiences and perspectives.

Furthermore, integrating the two types of data facilitated a deeper interpretation of the research findings. While the quantitative data identified patterns, trends, and the extent to which inclusive educational practices were implemented, the qualitative data provided detailed explanations of teachers' experiences, perceptions, and classroom practices. For example, the quantitative findings revealed that a large proportion of teachers agreed that inclusive practices positively influenced students' academic achievement. The qualitative interviews complemented these findings by explaining how differentiated instruction, individualized support, peer collaboration, positive classroom environments, and adaptive teaching strategies contributed to improved student engagement, confidence, participation, and academic success. Thus, the qualitative findings added meaning and context to the statistical results, allowing for a richer and more nuanced interpretation of the data.

The integration of both data sources also provided a better understanding of the complex realities associated with inclusive education. Inclusive education is a multidimensional concept that extends beyond academic achievement to encompass students' social participation, emotional well-being, sense of belonging, and equitable access to learning opportunities. These interconnected dimensions cannot be fully understood through numerical data alone. While quantitative methods effectively measure the prevalence of certain practices and perceptions, they do not adequately capture the personal experiences, beliefs, challenges, and contextual factors that influence the implementation of inclusive education.

Conversely, qualitative methods provide rich descriptions and detailed insights but may not offer findings that can be generalized across a larger population. Therefore, relying on a single research method would have provided only a partial understanding of the phenomenon.

By integrating quantitative and qualitative approaches, the study capitalized on the strengths of both methods while minimizing their individual limitations. The quantitative data provided objective, measurable evidence of trends and relationships, whereas the qualitative data offered depth, explanation, and contextual understanding of those findings. This mixed-methods approach enabled the researcher to examine inclusive education from multiple perspectives, resulting in a more holistic understanding of how inclusive practices influence students' academic achievement and the factors that facilitate or hinder their successful implementation. Consequently, the integration of both forms of data enhanced the overall rigor, validity, and practical relevance of the study.

Therefore, a mixed-methods approach was selected as the most appropriate research design for this study because it combines the strengths of both quantitative and qualitative research methods, providing a more comprehensive understanding of the impact of inclusive education on students' academic achievement. Quantitative methods contributed objective, numerical data that enabled the researcher to measure the extent of inclusive practices, identify patterns and trends, and summarize participants' responses through statistical analysis. In contrast, qualitative methods provided rich, descriptive data that captured teachers' experiences, perceptions, and insights, allowing for a deeper exploration of the factors influencing the implementation and effectiveness of inclusive education. The integration of these two approaches enabled the researcher to examine the research problem from multiple perspectives and gain a more complete understanding than either method could provide independently.

Advantages of the Mixed-Method Approach

Comprehensive Understanding

One of the major strengths of the mixed-methods approach is that it provides a comprehensive understanding of the research problem by integrating both quantitative and qualitative data. Quantitative data offer measurable evidence that helps identify patterns, trends, and the overall extent of inclusive education practices, while qualitative data provide detailed descriptions of participants' experiences, perceptions, and viewpoints. By combining these two forms of evidence, the researcher is able to obtain a more complete and balanced understanding of inclusive education. This comprehensive perspective enables the study to examine not only the outcomes of inclusive practices but also the factors and experiences that influence their implementation.

Triangulation of Data

The mixed-methods approach also facilitates data triangulation, which involves using multiple methods to examine the same research problem. In this study, findings obtained from quantitative questionnaires were compared with evidence gathered through qualitative interviews. This process allowed the researcher to verify the consistency of the results and confirm whether the findings from one method supported those from the other. Triangulation enhances the credibility, accuracy, and trustworthiness of the research by reducing the likelihood of relying on a single source of evidence. Consequently, the integration of multiple data sources strengthens confidence in the study's conclusions.

Strengthening Validity and Reliability

Another significant advantage of the mixed-methods approach is that it strengthens the validity and reliability of the research findings. The combination of quantitative and qualitative data helps minimize

potential bias that may arise from using a single research method. Quantitative data provide objective, standardized, and measurable information that enhances the reliability and consistency of the results. At the same time, qualitative data contribute contextual depth by capturing participants' experiences, opinions, and interpretations in their natural settings. The integration of these complementary forms of evidence improves the overall trustworthiness of the study and ensures that the findings accurately represent the research phenomenon.

Better Interpretation of Results

The use of mixed methods enables a more meaningful interpretation of the research findings by combining statistical evidence with participants' lived experiences. Quantitative data primarily explain what is happening by identifying trends, relationships, and levels of agreement among participants. However, these numerical findings alone cannot fully explain the reasons behind the observed patterns. Qualitative data address this limitation by providing detailed explanations of why and how inclusive education practices influence students' academic achievement. As a result, the researcher is able to interpret the findings more comprehensively and draw stronger, evidence-based conclusions that reflect both statistical patterns and real-world educational experiences.

Flexibility in Research Design

The mixed-methods approach offers considerable flexibility in research design, making it particularly suitable for educational research. It allows the researcher to select and combine different data collection methods and analytical techniques according to the specific objectives and requirements of the study. This flexibility enables the researcher to adapt the research process to address complex educational issues that cannot be adequately explored through a single method. By integrating quantitative and qualitative approaches, the researcher can respond effectively to emerging findings and obtain richer, more meaningful data throughout the research process.

Practical Relevance

The findings generated through a mixed-methods approach are highly relevant to real-world educational settings because they combine statistical evidence with authentic classroom experiences. Quantitative findings provide information about general patterns and trends across the study population, while qualitative findings illustrate how inclusive education is implemented in practice and how teachers experience its successes and challenges. This combination ensures that the research findings are not only academically rigorous but also practically applicable to schools, educators, policymakers, and other stakeholders. Consequently, the study offers valuable recommendations that are grounded in both empirical evidence and the realities of inclusive classroom practice, thereby enhancing its usefulness for improving inclusive education.

The adoption of a mixed-method approach in this study significantly enhanced the quality and depth of the research. By integrating quantitative data with qualitative insights, the study was able to provide a well-rounded analysis of inclusive education practices and their impact on academic achievement.

This approach not only strengthened the validity of the findings but also ensured that the research captured both measurable outcomes and the lived experiences of teachers. Therefore, the mixed-method design proved to be highly appropriate and effective for investigating the complexities of inclusive education.

5.5. IMPLICATIONS OF THE STUDY

5.5.1 Educational Implications

The findings of this study have significant implications for improving educational practices, policies, and

outcomes in inclusive classrooms. These implications are relevant for teachers, school leaders, curriculum planners, and policymakers.

1. Implications for Classroom Teaching Practices

The findings of this study have significant implications for classroom teaching practices, emphasizing the need for teachers to adopt inclusive instructional approaches that effectively support the diverse learning needs of all students. As classrooms become increasingly inclusive, teachers are required to move beyond traditional teacher-centered methods and implement flexible, learner-centered strategies that accommodate differences in students' abilities, learning styles, interests, and educational needs. The study indicates that inclusive teaching practices contribute positively to students' academic achievement, participation, confidence, and overall learning experience. Therefore, educators should consistently incorporate differentiated instruction into their daily classroom practices by adapting lesson content, teaching methods, learning activities, and assessment strategies to meet individual student needs. Differentiated instruction enables all learners, including those with special educational needs, to access the curriculum at an appropriate level while promoting equitable learning opportunities.

The findings also suggest that teachers should integrate collaborative and interactive instructional strategies, such as peer-assisted learning, cooperative learning, and scaffolded instruction, into regular classroom teaching. Peer-assisted and cooperative learning encourage students to work together, share knowledge, develop communication skills, and support one another's learning, thereby fostering both academic achievement and positive social relationships. Scaffolded instruction enables teachers to provide structured guidance and gradually reduce support as students develop greater independence and confidence in their learning. These strategies not only accommodate diverse learners but also promote inclusion by ensuring that every student can participate meaningfully in classroom activities regardless of their abilities.

Furthermore, the study underscores the importance of creating active and engaging learning environments where students are encouraged to participate, explore ideas, solve problems, and collaborate with their peers. Teachers should utilize a variety of instructional resources, including visual aids, hands-on activities, educational technology, and formative assessment techniques, to address different learning preferences and maintain student engagement. Such approaches help improve understanding, motivation, and knowledge retention while creating a positive and supportive classroom climate.

Overall, the findings imply that effective classroom teaching in inclusive settings requires a fundamental shift from traditional, one-size-fits-all instructional approaches to more flexible, learner-centered practices. Teachers should recognize and value learner diversity by providing multiple pathways for learning, participation, and assessment. By adopting inclusive teaching strategies that respond to students' individual strengths and needs, educators can create equitable learning environments that promote academic success, social inclusion, and the holistic development of every learner. These findings reinforce the importance of inclusive pedagogy as a cornerstone of quality education and highlight the need for continuous innovation in classroom teaching practices to meet the demands of increasingly diverse educational settings.

2. Implications for Teacher Training and Professional Development

The findings of this study highlight that teacher training and professional development are fundamental to the successful implementation of inclusive education. Participants consistently emphasized that teachers require specialized knowledge, practical skills, and positive attitudes to effectively address the diverse academic, behavioural, social, and emotional needs of students in inclusive classrooms. Although many

teachers demonstrated commitment and willingness to support inclusive practices, the findings revealed that limited formal training often reduced their confidence and ability to implement appropriate instructional strategies. This suggests that the quality of inclusive education is closely linked to the level of teacher preparation and the availability of continuous professional learning opportunities.

The study therefore implies that pre-service teacher education programs should incorporate compulsory courses and practical training in inclusive education as part of the teacher preparation curriculum. Future teachers should be equipped with a strong understanding of inclusive education principles, diverse learning needs, disability awareness, differentiated instruction, classroom accommodations, and effective assessment strategies before entering the teaching profession. Early exposure to inclusive classroom experiences through teaching practice and field placements can further strengthen teachers' competence and confidence in working with students who have diverse educational needs. Such preparation will enable newly qualified teachers to enter the profession with the necessary knowledge and skills to create inclusive and supportive learning environments.

In addition to pre-service preparation, the findings emphasize the importance of providing in-service teachers with continuous professional development opportunities throughout their careers. Inclusive education is an evolving field, and teachers need regular access to workshops, seminars, mentoring programs, professional learning communities, and specialized training sessions to remain informed about current research, policies, and best practices. Ongoing professional development enables teachers to reflect on their classroom practices, exchange ideas with colleagues, and continuously improve their instructional methods. It also helps teachers build confidence in addressing emerging challenges associated with increasingly diverse classrooms.

The study further indicates that professional development programs should focus on practical areas that directly support effective inclusive classroom practice. These include classroom management strategies for inclusive settings, the development and implementation of Individualized Education Plans (IEPs), differentiated instruction, behaviour management techniques, formative assessment methods, and the effective use of assistive technologies to support students with diverse learning needs. Training should also develop teachers' skills in collaborating with parents, special educators, counsellors, and other professionals to ensure coordinated support for students. By focusing on these practical competencies, professional development programs can better prepare teachers to meet the complex demands of inclusive education.

Overall, the findings suggest that ongoing teacher development is essential for improving classroom effectiveness and ensuring the successful implementation of inclusive education. Continuous investment in teacher education not only enhances teachers' professional competence and confidence but also improves instructional quality, student participation, and academic achievement. Well-trained teachers are better equipped to create inclusive, learner-centred classrooms where all students are provided with equitable opportunities to learn, participate, and succeed. Therefore, strengthening teacher training and professional development should be considered a priority by educational institutions and policymakers seeking to promote high-quality and sustainable inclusive education.

3. Implications for Curriculum Design

The findings of this study indicate the need for a more flexible, accessible, and inclusive curriculum that can effectively accommodate the diverse learning needs of all students. As inclusive classrooms consist of learners with varying abilities, backgrounds, learning styles, and educational needs, a standardized curriculum that follows a one-size-fits-all approach may not adequately support meaningful participation

and academic success for every learner. The study demonstrates that students benefit most when the curriculum is responsive to individual differences and provides multiple pathways for accessing content, engaging in learning activities, and demonstrating understanding. Therefore, curriculum development should prioritize inclusivity by ensuring that learning experiences are designed to meet the needs of a diverse student population rather than expecting students to adapt to a rigid curriculum.

The findings further suggest that curriculum design should incorporate the principles of **Universal Design for Learning (UDL)** to reduce barriers to learning and promote equitable educational opportunities. UDL encourages educators to provide multiple means of representation, engagement, and expression, enabling students to access information, remain motivated, and demonstrate their learning in ways that best suit their strengths and abilities. By integrating UDL principles into curriculum planning, teachers can offer a variety of instructional materials, teaching methods, and assessment options that support learners with different academic abilities, disabilities, language backgrounds, and learning preferences. Such an approach creates a more inclusive learning environment where every student has an opportunity to participate successfully.

In addition, the study highlights the importance of developing learning materials that are adaptable to different ability levels and individual learning needs. Educational resources should be available in multiple formats, including printed materials, digital content, visual aids, audio resources, interactive activities, and assistive technologies, to ensure accessibility for all learners. Teachers should also have the flexibility to modify learning tasks, instructional materials, and classroom activities according to students' readiness levels, interests, and learning profiles. Providing adaptable resources enables students with diverse educational needs to engage with the curriculum more effectively and supports their academic progress.

The findings also emphasize the need for more diverse and flexible assessment methods that allow all students to demonstrate their knowledge and skills in meaningful ways. Traditional assessment methods may not accurately reflect the abilities of students with different learning needs; therefore, curriculum developers and educators should incorporate a variety of assessment approaches, including project-based learning, oral presentations, portfolios, practical demonstrations, performance tasks, observations, and technology-supported assessments. Flexible assessment practices provide students with multiple opportunities to demonstrate their learning while accommodating individual strengths and reducing unnecessary barriers to achievement.

Overall, the study implies that curriculum development should focus on the principles of accessibility, adaptability, and inclusivity to ensure that all learners have equitable opportunities to succeed. A flexible curriculum that incorporates Universal Design for Learning, adaptable instructional resources, and diverse assessment methods enables teachers to respond effectively to learner diversity while promoting academic achievement, participation, and engagement. Consequently, curriculum designers, educational institutions, and policymakers should work collaboratively to develop curricula that support inclusive educational practices and create learning environments where every student can reach their full potential.

4. Implication for Assessment Practices

The findings of this study indicate that traditional assessment methods alone may not effectively measure the knowledge, skills, and abilities of students with diverse learning needs, particularly those with special educational needs. Conventional assessment approaches, such as standardized written examinations and time-limited tests, often emphasize uniform performance and may not accurately reflect the actual capabilities of students who experience learning difficulties, communication challenges, physical disabilities, or other barriers to learning. As a result, these assessment methods may underestimate

students' true potential and fail to provide a comprehensive picture of their academic progress. The study therefore highlights the need for schools to adopt more inclusive and flexible assessment practices that recognize individual differences and provide equitable opportunities for all students to demonstrate their learning.

The findings further suggest that schools should implement a variety of alternative assessment strategies that accommodate diverse learning styles and abilities. Portfolio assessment, for example, enables students to demonstrate their progress over time by compiling evidence of their work, achievements, and skill development across different learning activities. Project-based evaluation provides students with opportunities to apply their knowledge and problem-solving skills in authentic and meaningful contexts while encouraging creativity, collaboration, and critical thinking. Similarly, oral presentations, visual demonstrations, practical activities, and performance-based assessments allow students to communicate their understanding using methods that align with their individual strengths. Employing multiple forms of assessment ensures that evaluation focuses on students' actual learning rather than their ability to perform successfully on a single type of test.

The study also emphasizes the importance of providing appropriate assessment accommodations to ensure fairness and equal access for students with special educational needs. Participants highlighted the need for accommodations such as additional time during examinations, simplified instructions, alternative question formats, assistive technologies, enlarged print, readers or scribes where appropriate, and flexible testing environments. These accommodations do not lower academic standards; instead, they remove unnecessary barriers that may prevent students from demonstrating their knowledge and abilities accurately. By providing equitable assessment conditions, schools can ensure that students are evaluated based on what they have learned rather than on the limitations imposed by their disabilities or learning differences.

Overall, the findings imply that assessment practices should move beyond traditional, one-size-fits-all approaches toward more inclusive, flexible, and learner-centred systems of evaluation. Fair assessment should recognize the diverse ways in which students learn and express their understanding while maintaining high academic expectations for all learners. Educational institutions should therefore develop assessment policies that promote accessibility, equity, and inclusion by incorporating a range of assessment methods and appropriate accommodations. Such inclusive assessment practices not only provide a more accurate measure of students' academic achievement but also enhance confidence, motivation, participation, and educational success for all learners within inclusive classrooms.

5. Implications for School Leadership and Administration

The findings of this study highlight the crucial role of school leadership and administration in the successful implementation of inclusive education. While teachers are directly responsible for delivering instruction, the effectiveness of inclusive practices largely depends on the support, guidance, and resources provided by school leaders. Principals and administrators play a central role in creating a school culture that values diversity, promotes equity, and ensures that every student has access to quality education regardless of their abilities or learning needs. The study suggests that school leaders must actively promote inclusive values through strategic planning, policy implementation, and the provision of adequate support systems that enable teachers to meet the needs of diverse learners effectively.

The findings further indicate that school administrators should ensure the availability of sufficient educational resources and assistive technologies to support inclusive classroom practices. Teachers require access to appropriate teaching materials, adaptive learning resources, digital technologies, communication devices, and specialized equipment to address the varied learning needs of students with disabilities and

other special educational needs. In addition, schools should provide adequate classroom facilities that are physically accessible and conducive to inclusive learning. The availability of these resources enables teachers to implement differentiated instruction more effectively and enhances students' participation, independence, and academic achievement.

Another important implication of the study is the need to reduce student–teacher ratios wherever possible. Participants identified large class sizes as one of the major barriers to implementing inclusive education effectively. When teachers are responsible for a large number of students with diverse learning needs, it becomes difficult to provide individualized attention, monitor student progress, and adapt instruction appropriately. Smaller class sizes or the provision of additional teaching support allow educators to spend more time addressing individual learning needs, managing classroom diversity, and providing timely feedback and intervention. Therefore, school administrators should consider staffing arrangements and resource allocation that facilitate more effective inclusive classroom practices.

The study also emphasizes the importance of developing and implementing supportive school policies that promote inclusion at all levels of the educational system. School leadership should establish clear policies that encourage equitable access to education, non-discrimination, early identification of learning needs, and the provision of appropriate support services. Administrators should also ensure that teachers receive ongoing professional development opportunities, adequate planning time, and access to specialist support to strengthen their capacity to implement inclusive practices successfully. Such policies contribute to creating a positive school environment where inclusion is embedded within the school's vision, values, and daily operations.

Furthermore, the findings highlight the value of collaborative teaching and teamwork in strengthening inclusive education. School leaders should encourage co-teaching models in which general education teachers and special educators work together to plan, deliver, and evaluate instruction for students with diverse learning needs. Collaboration among teachers, special educators, counsellors, therapists, and other support professionals enables the sharing of expertise, coordinated planning, and more comprehensive support for students. Regular team meetings, professional learning communities, and collaborative problem-solving sessions can enhance instructional quality while reducing teacher workload and improving educational outcomes.

Overall, the findings suggest that effective inclusive education requires strong institutional leadership and sustained administrative support. School leaders play a vital role in creating the conditions necessary for successful inclusion by providing adequate resources, implementing supportive policies, promoting collaborative practices, and ensuring continuous professional development for teachers. When leadership is committed to inclusive education, schools are better positioned to create equitable, supportive, and learner-centred environments where all students can participate fully, achieve academically, and experience a genuine sense of belonging. Therefore, strengthening school leadership and administrative support should be regarded as a key priority in advancing inclusive education and improving educational outcomes for all learners.

6. Overall Educational Implication

The findings of this study imply that inclusive education extends far beyond the use of specific classroom teaching strategies; rather, it represents a comprehensive, system-wide transformation that requires coordinated efforts at every level of the education system. Successful inclusion cannot be achieved solely through the commitment of individual teachers but depends on the collective responsibility of policymakers, school leaders, teachers, parents, and support professionals working together to create

equitable learning environments for all students. The study demonstrates that inclusive education is most effective when educational policies, school practices, curriculum design, assessment methods, and support services are aligned to address the diverse academic, social, emotional, and behavioural needs of learners. This holistic approach ensures that every student, regardless of ability or background, has equal opportunities to participate, learn, and succeed.

A key implication of the study is the need for highly skilled and well-prepared teachers who possess the knowledge, confidence, and practical competencies required to manage diverse classrooms effectively. Teachers should be equipped with expertise in differentiated instruction, classroom management, individualized learning, inclusive assessment, and the use of assistive technologies. Continuous professional development is essential to help teachers remain informed about current research, innovative teaching strategies, and best practices in inclusive education. Well-trained teachers are better able to create supportive classroom environments that foster participation, engagement, and academic achievement for all learners.

The findings also highlight the importance of developing a flexible and inclusive curriculum that accommodates the diverse needs of students. Curriculum design should be guided by principles such as Universal Design for Learning (UDL), enabling teachers to provide multiple means of representation, engagement, and expression. Learning materials, instructional activities, and assessment methods should be adaptable to different ability levels, learning styles, and educational needs. A flexible curriculum ensures that students are not excluded by rigid instructional approaches but are provided with equitable opportunities to access the curriculum and demonstrate their learning in meaningful ways.

Furthermore, the study emphasizes the critical role of supportive school leadership in promoting inclusive education. School leaders and administrators are responsible for establishing inclusive policies, allocating appropriate resources, facilitating teacher collaboration, and creating a positive school culture that values diversity and equity. Effective leadership also involves ensuring that teachers have access to professional development, specialist support, and sufficient planning time to implement inclusive practices successfully. Without strong institutional leadership, teachers may face significant challenges in sustaining inclusive classroom practices despite their commitment to inclusion.

The findings further indicate that adequate resources are essential for the successful implementation of inclusive education. Schools should provide appropriate teaching materials, assistive technologies, accessible learning environments, and specialized support services that enable students with diverse learning needs to participate fully in classroom activities. Sufficient financial investment and resource allocation are necessary to ensure that inclusive education is implemented effectively and sustainably across all educational settings.

Finally, the study underscores the importance of strong collaboration among all stakeholders involved in the education process. Effective partnerships between teachers, special educators, counsellors, school leaders, parents, and community agencies contribute to better understanding of students' individual needs and facilitate coordinated support for their academic, social, and emotional development. Collaborative practices also promote shared responsibility, professional learning, and continuous improvement in inclusive education. Overall, the findings suggest that successful inclusive education requires an integrated approach in which skilled teachers, a flexible curriculum, supportive leadership, adequate resources, and strong collaboration work together to create inclusive learning environments that promote equitable educational opportunities and positive outcomes for every learner.

5.5.2 Social Implications of the Study

The findings of this study extend beyond academic outcomes and highlight the broader social impact of inclusive education on students, schools, and society. Inclusive education plays a vital role in shaping attitudes, promoting equality, and fostering a more inclusive and just society.

1. Promotion of Equality and Social Justice

The findings of this study demonstrate that inclusive education upholds the fundamental principle that all individuals, regardless of their abilities, disabilities, backgrounds, or learning needs, have equal rights to quality education and full participation in society. Inclusive education is founded on the values of equity, diversity, respect, and social justice, ensuring that every learner is provided with meaningful opportunities to learn alongside their peers in a supportive and accepting environment. By recognizing and valuing individual differences, inclusive education promotes equal access to educational opportunities and encourages the active participation of all students in academic, social, and extracurricular activities. This approach not only supports academic achievement but also strengthens students' sense of belonging, self-worth, and social inclusion.

The study further suggests that inclusive education plays a significant role in reducing discrimination, prejudice, and the marginalization of students with special educational needs. When students with and without disabilities learn together in the same classroom, they develop mutual understanding, empathy, cooperation, and respect for diversity. Such interactions help challenge negative stereotypes and create a school culture that values acceptance and inclusion rather than exclusion and segregation. As a result, inclusive education contributes to the development of more tolerant and compassionate communities where diversity is recognized as a strength rather than a limitation.

Furthermore, inclusive education promotes fairness by ensuring that all students are provided with equitable learning opportunities according to their individual needs. Equity in education does not imply treating every student identically; instead, it involves providing the appropriate support, accommodations, instructional strategies, and resources necessary for each learner to achieve their full potential. Through differentiated instruction, flexible curriculum design, inclusive assessment practices, and appropriate support services, schools can remove barriers to learning and create environments where every student has an equal opportunity to succeed academically and socially.

The findings also indicate that inclusive education is closely aligned with international educational priorities, particularly the United Nations Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive, equitable, and quality education and promote lifelong learning opportunities for all. By supporting equal access to education and reducing educational inequalities, inclusive education contributes to the achievement of national and global commitments toward social inclusion, educational equity, and sustainable development. It also reflects international human rights principles that recognize education as a fundamental right for every individual, regardless of disability or other personal characteristics.

Overall, the study implies that inclusive education contributes significantly to building a more equitable, inclusive, and socially just society. Beyond improving academic outcomes, it fosters respect for diversity, promotes equal participation, strengthens social cohesion, and prepares students to become responsible and empathetic citizens. By creating educational environments where every learner is valued and supported, inclusive education helps lay the foundation for communities that uphold equality, dignity, and opportunity for all. Therefore, investing in inclusive education is not only an educational priority but also a vital step toward achieving broader social justice and sustainable development goals.

2. Development of Positive Attitudes Towards Diversity

The findings of this study indicate that inclusive classrooms provide students with valuable opportunities to experience and appreciate diversity from an early age. By learning alongside peers with different abilities, backgrounds, cultures, and learning needs, students are exposed to a wide range of perspectives and experiences that enrich their educational journey. This daily interaction enables students to recognize that individual differences are a natural and valuable part of society rather than barriers to learning or participation. As a result, inclusive education helps cultivate an environment where diversity is respected and celebrated, fostering positive attitudes toward all learners regardless of their abilities or disabilities.

The study further suggests that inclusive education plays an important role in developing essential social and emotional values such as empathy, tolerance, compassion, and acceptance. Through collaborative learning activities, peer interactions, and shared classroom experiences, students learn to understand and appreciate the challenges and strengths of others. They become more willing to support their classmates, communicate respectfully, and work cooperatively toward common goals. These experiences encourage students to develop emotional intelligence and social responsibility, helping them build meaningful relationships based on mutual respect and understanding. Such qualities are fundamental for creating inclusive school communities and preparing students to participate positively in diverse societies.

Another important implication of the findings is that inclusive education contributes to reducing negative stereotypes, prejudice, and discrimination over time. When students regularly interact with classmates who have different learning needs or disabilities, misconceptions and unfounded fears are gradually replaced with understanding, acceptance, and appreciation. Inclusive classrooms challenge traditional assumptions about disability and ability by demonstrating that every student has unique strengths, talents, and potential to contribute. This continuous exposure helps eliminate social barriers and encourages students to view diversity as an asset rather than a limitation.

Overall, the study suggests that inclusive education fosters a culture of inclusion, equality, and mutual respect within schools and the wider community. By promoting positive attitudes toward diversity from an early age, inclusive education prepares students to become empathetic, respectful, and socially responsible citizens who value fairness and equal opportunities for all. In the long term, these positive attitudes contribute to the development of more inclusive, harmonious, and cohesive societies where individuals are respected for their differences and everyone is encouraged to participate fully in social, educational, and professional life.

3. Enhancement of Social skills and Relationships

The findings of this study indicate that inclusive education plays a significant role in enhancing students' social skills and strengthening interpersonal relationships by providing opportunities for meaningful interaction among students with and without special educational needs. Inclusive classrooms create an environment where learners from diverse backgrounds and abilities participate together in academic, social, and extracurricular activities. These regular interactions encourage students to communicate, collaborate, and support one another, enabling them to develop essential social competencies that extend beyond academic learning. By learning and working together, students gain a better understanding of individual differences and develop positive relationships based on respect, cooperation, and mutual support.

The study further suggests that inclusive education contributes to the development of effective communication and interpersonal skills. Through group discussions, cooperative learning activities, peer-assisted learning, and collaborative problem-solving tasks, students learn how to express their ideas

clearly, listen actively to others, resolve conflicts constructively, and work successfully as members of a team. These experiences help students build confidence in their social interactions while improving their ability to communicate with individuals who have different abilities, perspectives, and communication styles. Such skills are essential for both academic success and future participation in diverse social and professional environments.

Another important finding is that inclusive education encourages the development of friendships across diverse groups of students. By sharing the same classroom and participating in common learning experiences, students have opportunities to build meaningful relationships regardless of differences in ability or disability. These friendships promote mutual understanding, empathy, acceptance, and emotional support, creating a positive and welcoming classroom climate. For students with special educational needs, such relationships are particularly valuable because they foster a sense of belonging, increase self-confidence, and encourage active participation in school life.

The study also highlights that inclusive education helps reduce the social isolation often experienced by students with special educational needs. Rather than being separated from their peers, these students become active members of the classroom community, participating in learning activities, group work, and social interactions alongside their classmates. This inclusive environment minimizes feelings of exclusion and loneliness while promoting equal participation and acceptance. As students engage with one another in meaningful ways, barriers between different groups gradually diminish, leading to stronger peer relationships and greater social inclusion.

Overall, the findings suggest that inclusive education contributes significantly to stronger social integration and community bonding. By fostering communication, cooperation, friendship, and mutual respect, inclusive classrooms prepare students to become socially responsible individuals who value diversity and inclusion. These positive social experiences extend beyond the school setting, helping to build communities that are more cohesive, accepting, and equitable. Consequently, inclusive education not only supports academic achievement but also plays a vital role in developing the social skills and relationships necessary for creating an inclusive and harmonious society.

4. Increased Confidence and Self-Esteem Among Students with Special Needs

The findings of this study indicate that inclusive education has a positive influence on the confidence and self-esteem of students with special educational needs by enabling them to learn and participate alongside their peers in a regular classroom environment. When students with diverse learning needs are included in mainstream classrooms, they are provided with equal opportunities to engage in academic, social, and extracurricular activities, which helps them feel recognized as valued members of the school community. This sense of inclusion reinforces the belief that every student, regardless of ability or disability, has the right to learn, contribute, and succeed. As a result, students with special educational needs are more likely to develop a positive self-image and greater confidence in their own abilities.

The study further suggests that being accepted and supported by teachers and classmates significantly enhances students' emotional well-being. Participants emphasized that a welcoming and inclusive classroom environment helps students with special educational needs feel respected, appreciated, and included rather than isolated or excluded. Positive interactions with peers and teachers foster a strong sense of belonging, which is essential for building self-esteem and encouraging active participation in classroom life. When students experience acceptance and encouragement, they become more willing to express their ideas, ask questions, take part in discussions, and engage confidently in learning activities.

Another important implication of the findings is that increased confidence leads to higher levels of motivation and participation in both academic and social activities. As students gain confidence in their abilities, they become more eager to complete classroom tasks, collaborate with peers, participate in group activities, and overcome learning challenges. This increased motivation not only supports improved academic performance but also strengthens communication skills, independence, resilience, and problem-solving abilities. Students who believe in their own potential are more likely to set learning goals, persevere when faced with difficulties, and develop a positive attitude toward education.

Overall, the study suggests that inclusive education contributes significantly to the personal and social development of students with special educational needs. By promoting acceptance, respect, and equal participation, inclusive classrooms create opportunities for students to develop confidence, self-esteem, independence, and a strong sense of belonging. These positive outcomes extend beyond academic achievement and prepare students to become active, self-reliant, and socially engaged members of society. Consequently, inclusive education plays a vital role in supporting the holistic development and overall well-being of students with special educational needs while fostering a school culture that values diversity, dignity, and equal opportunity for all learners.

5. Preparation for Inclusive Society and Workforce.

The findings of this study suggest that inclusive education plays a vital role in preparing students to participate effectively in an increasingly diverse society and workforce. By learning in classrooms that include students with different abilities, backgrounds, cultures, and learning needs, learners gain valuable experiences that reflect the diversity they are likely to encounter in higher education, the workplace, and the wider community. Inclusive education helps students understand that diversity is a natural and valuable aspect of society, encouraging them to appreciate individual differences and interact respectfully with people from various backgrounds. These experiences equip students with the social and interpersonal competencies needed to function successfully in multicultural and inclusive environments.

The study further indicates that inclusive classrooms provide opportunities for students to develop essential teamwork and collaboration skills. Through cooperative learning, peer-assisted activities, group projects, and shared problem-solving tasks, students learn how to communicate effectively, cooperate with others, resolve conflicts, and contribute positively to group goals. Working alongside classmates with diverse strengths and abilities teaches students to value different perspectives, recognize the contributions of others, and adapt their communication and working styles to meet the needs of the group. These collaborative experiences foster leadership, responsibility, flexibility, and mutual respect, all of which are highly valued in modern educational and professional settings.

Another important implication of the findings is that inclusive education prepares students for inclusive workplaces and communities by promoting attitudes of equality, respect, and social responsibility. Students who grow up in inclusive learning environments are more likely to develop positive attitudes toward diversity and demonstrate greater acceptance of individuals with disabilities and other differences. These values encourage future employees, employers, and community members to support equitable opportunities, eliminate discriminatory practices, and contribute to workplaces that value inclusion and accessibility. Consequently, inclusive education helps create individuals who are not only academically prepared but also socially and emotionally equipped to participate in diverse professional and community environments.

Finally, the study suggests that inclusive education contributes significantly to building a more inclusive workforce and society. By developing students' communication, teamwork, leadership, problem-solving,

and interpersonal skills, inclusive classrooms prepare learners to succeed in environments where collaboration and respect for diversity are essential. Furthermore, the values of empathy, equity, and inclusion cultivated through inclusive education help shape responsible citizens who actively contribute to creating fair, welcoming, and socially cohesive communities. Therefore, inclusive education should be viewed not only as an educational approach but also as an important investment in developing a future workforce and society that embraces diversity, promotes equal opportunities, and supports the participation and well-being of all individuals.

Overall, the social implications of this study highlight that inclusive education is not only an educational reform but also a powerful tool for social transformation. It promotes equality, reduces stigma, and fosters acceptance of diversity.

By creating inclusive classrooms, the education system contributes to building a society that values every individual and ensures that all members have the opportunity to participate fully and meaningfully.

5.6 RECOMMENDATIONS FOR FUTURE RESEARCH

The present study provides valuable insights into the effectiveness of inclusive education practices; however, it also opens several avenues for further investigation. The following recommendations are suggested to expand and strengthen research in this field

1. Expand the Sample Size and Geographic Scope

Future research should include a larger and more diverse sample of participants from different regions, schools, and educational systems to improve the generalizability of the findings. Comparative studies involving urban and rural schools, as well as different countries, would provide broader insights into the implementation and effectiveness of inclusive education across various educational and cultural contexts. Such research would contribute to a more comprehensive understanding of inclusive practices and support the development of evidence-based educational policies and strategies.

2. Conduct Longitudinal Studies

Future research should adopt longitudinal research designs to examine the long-term impact of inclusive education on students' academic, social, and emotional development. Tracking students over several years would provide valuable insights into the sustained outcomes of inclusive practices and help determine how inclusion influences learners' overall growth and educational success over time.

3. Include Multiple Stakeholder Perspectives

Future research should include a wider range of participants, such as students with special educational needs, parents, school administrators, and special educators, in addition to teachers. Incorporating these diverse perspectives would provide a more comprehensive and holistic understanding of the implementation, challenges, and effectiveness of inclusive education across different stakeholder groups.

4. Focus on Specific Types of Disabilities

Future research should focus on specific categories of special educational needs, such as Autism Spectrum Disorder (ASD), Attention-Deficit/Hyperactivity Disorder (ADHD), learning disabilities, and physical impairments. Examining these groups individually would provide more targeted insights into their unique educational needs and support the development of specialized inclusive teaching strategies and interventions.

5. Comparative Studies Between Inclusive and Special Schools

Future research should conduct comparative studies between inclusive schools and special schools to examine differences in students' academic achievement and overall educational outcomes. Such

comparisons would provide valuable evidence on the relative effectiveness of different educational models and help inform policies and practices that best support students with special educational needs.

6. Explore the Role of Technology in Inclusion

Future research should explore the role of technology in promoting inclusive education, particularly the use of assistive technologies, digital learning tools, and online inclusive teaching practices. As educational technologies continue to evolve, such studies can provide valuable insights into how technology can enhance accessibility, participation, and learning outcomes for students with diverse educational needs.

7. Examine the Impact of Teacher Training Programs

Future research should examine the impact of different teacher training models, including pre-service and in-service programs, as well as the effectiveness of ongoing professional development initiatives. Such studies would help identify the most effective approaches for preparing teachers to implement inclusive education successfully and improve classroom practices.

8. Investigate Inclusive Assessment Practices

Future research should investigate inclusive assessment practices by examining alternative assessment methods, fair evaluation strategies for diverse learners, and the impact of assessment accommodations on academic performance. Such research would contribute to the development of more equitable and effective assessment systems that accurately reflect the abilities and learning outcomes of all students.

Future research should aim to build on the findings of this study by exploring inclusive education from multiple dimensions, contexts, and perspectives. By addressing these recommendations, researchers can contribute to developing more effective, evidence-based inclusive practices that improve academic and social outcomes for students with special needs.

5.7 CONCLUSION

This chapter presented the overall conclusions of the study by integrating the findings obtained from both quantitative and qualitative data. The results clearly indicate that inclusive education practices play a significant role in promoting the academic achievement of students with special needs. Strategies such as differentiated instruction, peer-assisted learning, positive behaviour support, and collaborative practices were found to be widely implemented and effective in enhancing student engagement and learning outcomes.

The findings also highlight the crucial role of teacher training and professional development in ensuring the success of inclusive education. While teachers demonstrated positive attitudes and a strong commitment towards inclusion, the lack of formal training and limited access to resources were identified as key challenges affecting the effective implementation of inclusive practices.

The qualitative findings further emphasized that inclusive education not only supports academic achievement but also contributes to the emotional and social development of students. Teachers recognized the importance of creating supportive and inclusive classroom environments that foster a sense of belonging and confidence among students with special needs.

However, the study also identified several systemic challenges, including large class sizes, insufficient resources, limited use of assistive technology, and difficulties in assessment practices. These challenges highlight the gap between inclusive education policies and their practical implementation in classrooms.

The integration of quantitative and qualitative findings through the mixed-method approach provided a comprehensive understanding of the research problem. It strengthened the validity of the study and allowed for deeper insights into both the effectiveness and the challenges of inclusive education.

In conclusion, the study affirms that inclusive education is an effective approach for enhancing the academic achievement of students with special needs when supported by appropriate teaching strategies, continuous teacher training, collaborative practices, and adequate resources. It is not merely a policy requirement but a necessary step towards achieving educational equity and social inclusion.

The successful implementation of inclusive education requires a collective effort from teachers, school administrators, policymakers, and the community. With sustained support and continuous improvement, inclusive education can contribute significantly to building an equitable and inclusive education system where every learner has the opportunity to succeed.

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