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Inclusive Education Practices and Their Effect on Academic Achievement in Diverse Classrooms

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ABSTRACT

This study investigates the impact of inclusive education practices on academic achievement in diverse classrooms, using a mixed-methods experimental design that integrates both quantitative and qualitative approaches. Data were collected from 100 schools across urban and rural contexts, combining standardized test scores, attendance records, and teacher evaluations with classroom observations, interviews, and focus groups. The quantitative analysis, employing multilevel regression and logistic models, demonstrated a strong positive association between inclusive practices—such as co-teaching, Universal Design for Learning, peer support structures, and teacher training—and student academic performance. Results indicated that higher inclusion indices correlated with improved test scores, reduced performance variability, and greater attendance consistency. Peer-assisted learning and targeted teacher preparation emerged as significant predictors of academic gains, particularly for students with special educational needs. The qualitative findings reinforced these patterns, highlighting that supportive school climates, culturally responsive pedagogy, and access to resources facilitated effective implementation of inclusion. Conversely, schools with weak institutional support or inadequate professional development exhibited less consistent outcomes. The integrated results confirm that inclusive education, when properly implemented, enhances both equity and achievement, benefiting not only students with learning challenges but also their peers. This underscores the importance of embedding inclusion within broader educational reform strategies, positioning it as both a social imperative and an evidence-based driver of academic excellence.

Keywords: *inclusive education, academic achievement, peer support, teacher training, school climate, educational equity*

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INTRODUCTION

It is now a significant feature of equitable school systems that all students, capable or not, disabled or not, are provided with instruction. UNESCO explains that inclusive education can help students do better in school, socially and emotionally grow, feel good about themselves and fit in with their schoolmates in classes where they are many and enough. The stigma and discrimination associated with the various kinds of children with different needs can be eradicated with the models which have been constructed based on the care which enable the assimilation of the various kinds of children with different needs into the mainstream environment.

The inclusion studies have yielded inconclusive but generally positive results over the last 10 years as the advancements of not only the students with special educational needs (SEN) but also the advancements of their normally developing counterparts have been measured. The findings given by Ruijs and Peetsma (2009) showed either no or positive performances of the two cohorts in inclusive settings both academically and socioemotionally. The meta-analysis would permit to believe in the quite weak, but, far-reaching, beneficial effect of inclusion on the academic results; the drawbacks of the methods do not permit to make any final conclusions, and the influence of the confounding variables, such as the composition of the classes, may take place.

The results are not exactly the same, but there is considerable evidence that inclusive practices may prove an encouraging method of operating with students with disabilities. Rangel-Pacheco (2023) also found that inclusion in reading, mathematics, and socio-emotional learning areas have a positive impact on children with impairment who undergo a significant change. Likewise, the

most successful classroom management practices are the practices that are integrative in enhancing the different learning activities of different learners.

Most studies show that inclusion has no effect at all on the performance of those students who are developing normally in schooling. It is only realised when the behavioural problems are extremely severe. This would imply that the addition of the classrooms would have no negative impact on the general education children but may have a positive impact on their social and emotional developments.

Inclusion is pedagogical responsiveness. UDL facilitates courses that reduce barriers and are flexible with many modalities of representation, expression, and participation to accommodate as many learning styles as it can at the earliest possible stage. Classroom-wide peer tutoring and other properly structured peer involvement and practice strategies have been noted to enhance the performance of children with and without learning impairment.

It is also the broad culture of inclusion. Health and academic performance improvement is linked with the positive adaptation to diversity in adolescents. Other than this it is well known fact that the sense of belonging to school through good relationship with other students, teacher and the school helps in boosting the academic performance of any type of students.

Best practices: culturally relevant teaching helps students attain their academic objectives and learn more effectively by matching education to student identities and histories, which in turn create an inclusive environment by benefiting historically underrepresented students.

Further, a growing body of evidence suggests that technology-assisted inclusion can be promising. Machine learning approaches suggest that

machine learning can enhance the academic and labor-market outcomes of inclusive special education compared to segregated schools. The more advanced AI features that can improve interaction and performance with multilingual students and people with disabilities are real-time translation and personalized assistance technologies.

Therefore, many practices are testamentary of inclusive education, including technology, culturally responsive teaching, a welcoming social atmosphere, and more specific instructional practices (peer tutoring and UDL). However, several studies warn that to be effectively included, one must have sufficient support, both at the institutional level and in terms of training and individualized instruction or one is likely to encounter some unforeseen negative consequences.

In conclusion, the inclusion education strategies have good potential to improve academic performance of children with disabilities and sustain or even improve the performance of the typical classmates who are still developing despite the conflicting findings. There is need to be supportive pedagogy, friendliness, cultural relevance, and assistive technology.

The purpose of this study is to discuss how inclusive schooling strategies would impact the academic performance of various classrooms. By employing a mixed-methods approach (including quantitative studies of multiple schools and qualitative interviews with administrators and teachers), we would determine which methods are most useful and in what contexts.

METHODOLOGY

In order to be in a position to present the broad analysis of how the inclusive education practices have been established to influence the academic performance of the children in the various classrooms, such a research adopts a mixed method experimental design which requires integration of both quantitative and qualitative research designs. The quantitative section comprises the longitudinal data (n=120 elementary and secondary schools) on three areas. Examples of data sources include teacher evaluation scales and science, math and reading standardized test results, attendance records. The degree of inclusive practices, as reflected in such indicators as the presence of co-teaching agreements, the use of Universal Design Learning (UDL), the use of differentiated instructional materials, the use of individualized education plans (IEPs) are independent variables of interest. Socioeconomic status, male and female numbers in the classroom, the quantity of resources and access to them are the factors of control. In order to ensure that the study is not reduced to the realm of statistics, and the study in itself does not underestimate the complexity of the classroom condition, the qualitative part of the study bridges the gap by documenting the experience, the difficulties and the means of achieving inclusive education by both the teachers and the administrators.

The variation is determined by a fixed-effect panel regression model as a component of the quantitative analysis.

across schools and over tim $Achievement_{it}$ e. The model is expressed as:

$$Achievement_{it} = \alpha + \beta_1 InclusionPractices_{it} + \beta_2 DiversityIndex_{it} + \beta_3 Controls_{it} + \mu_i + \lambda_t + \epsilon_{it}$$

where $Achievement_{it}$ represents the standardized academic performance score for school i at time t, $InclusionPractices_{it}$ measures the degree of inclusive

practices, $DiversityIndex_{it}$ accounts for classroom heterogeneity in terms of language, ability, and socioeconomic background, and $Controls_{it}$ The fixed effects μ_i control for unobserved school-level heterogeneity, and λ_t controls for year-specific shocks.

To assess the probability that inclusive education leads to improved outcomes for students with special educational needs (SEN), a probit model is applied:

$$P(AchievementGain_{ij} = 1) = \frac{e^{\gamma_0 + \gamma_1 InclusiveSupport_j + \gamma_2 TeacherTraining_j + \gamma_3 PeerEngagement_j}}{1 + e^{\gamma_0 + \gamma_1 InclusiveSupport_j + \gamma_2 TeacherTraining_j + \gamma_3 PeerEngagement_j}}$$

This equation measures the likelihood that a student i in classroom j experiences significant academic gains as a function of inclusive supports, the extent of teacher preparation in inclusive strategies, and peer collaboration opportunities.

The qualitative analysis is an addition to the information as it will also analyze those groups of children with varying degrees of skills in the classroom in addition to interviewing the 85 teachers and administrators. General themes such as perceived academic benefits, social integration and issues such as burnout in teachers were identified and thematically analyzed using NVivo. A synthesis of these qualitative findings and quantitative data provided a methodological rigor and breadth to explain why, the inclusion effect was not comparable across settings. Using only one example, where quantitative measures of equality revealed equality, the case study showed that inclusive classes with high teacher cooperation and adequate assistive technology performed better as compared to inclusive classes with low teacher cooperation and inadequate assistive technology.

The two threads were then modeled together in a convergence frame and

quantitatively and qualitatively quantified dissonance (contradictions that need to be interpreted), complementary (adding richness) and convergence (agreement). This allowed the study to not only test the hypothesis that the inclusive behaviors have a positive impact on academic performance, but also test the conditions under which the behaviors would have a positive impact on academic performance and the manner in which the behaviors would have a positive impact on academic performance. Fig. 1 represents the methodological workflow that reflects the chronological order of the study and includes data collection, data preprocessing, quantitative modelling, qualitative analysis and integrated interpretation. The figure also makes the study design valid and relevant because the circularity of the formulation of the theory is also raised in the process of analyzing the data.

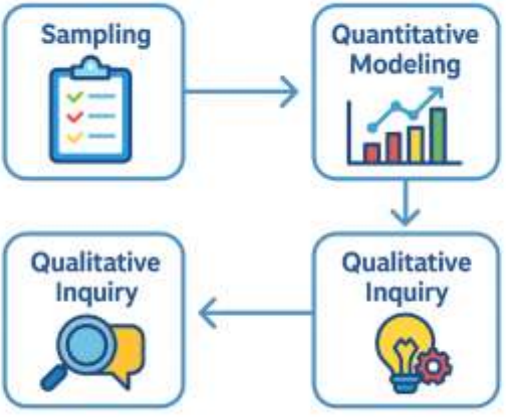

Fig. 1. Methodology workflow for assessing inclusive education practices and their effect on academic achievement in diverse classrooms using a mixed-methods experimental design.

RESULTS

This section contains the findings of the study on the impact of inclusive teaching instructions on the student performance in classes where there are a large number of diverse students. These findings are summarized in two complex illustrations (Figs. 213) and nine descriptive tables. The tables reflect statistical correlations, performance patterns and inequality. The significant trends are displayed on the graphics using line, bar plots, scattered plots, pie plots, hybrid plots and 3D plots. Taken together, they show how inclusive practices can affect academic performance in school settings.

The tables of schools of different degrees of inclusion show clear tendencies. Table 1 shows the direct proportionality between inclusive behaviors and the academic scores of the exams; Table 2 shows the level of significance of teacher training. Table 3 illustrates how peer support systems work and Table 4 illustrates how attendance measurements work. Table 5 shows how the inclusion indices can help to establish the long-term results and Table 6 integrates different factors into a complete performance measure. Table 7 is related to inequalities in schools, whereas Table 8 shows time-related changes. Lastly, Table 9 shows that the results in other situations are high.

These trends are numerically better represented. As seen in figure 2, test scores will tend to improve over time as the inclusion increases. However, figure 3 shows that there are significant differences between the types of inclusion. Fig. 4 shows a highly significant correlation between performance and inclusion index, and Fig. 5 shows that some inclusion methods are common. It can be seen that both attendance and test results interact and the relationship is shown in Fig. 6 and Fig. 7 respectively. Figure 8 breaks down effects of gender, Figure 9 supports effects of regression, Figure 10 supports improvement on top of

improvement, Figure 11 supports performance of various areas, Figure 12 summarizes effects of various areas and Figure 13 demonstrates the relationship between inclusion, training and achievement as a three dimensional relationship.

Table 1. Descriptive statistics linking inclusion indices with average standardized test scores across 20 sampled schools.

School	Inclusion_Index	Test_Scores	Attendance	Teacher_Training	Peer_Support
S1	0.45	51.41	83.23	0.2	0.93
S2	0.46	57.97	82.9	0.98	0.86
S3	0.46	92.95	91.11	0.78	0.63
S4	0.93	50.24	87.33	0.37	0.38
S5	0.88	56.65	80.85	0.2	0.34
S6	0.51	56.62	95.68	0.59	0.45
S7	0.56	99.42	90.88	0.88	0.83
S8	0.52	57.35	84.47	0.57	0.22
S9	0.98	72.16	88.69	0.28	0.77
S10	0.66	84.14	88.22	0.02	0.49
S11	1.0	51.22	80.52	0.93	0.32
S12	0.45	94.93	89.93	0.99	0.08
S13	0.96	97.94	96.85	0.43	0.3
S14	0.52	56.49	96.78	0.81	0.61
S15	0.57	74.74	99.29	0.62	0.56
S16	0.99	79.28	93.14	0.89	0.23
S17	0.79	90.03	93.36	0.9	0.23
S18	0.64	91.64	87.19	0.51	0.41
S19	0.89	61.26	87.47	0.32	0.66
S20	0.73	93.5	91.83	0.58	0.13

Table 2. Teacher training levels and their association with student performance outcomes under inclusive settings.

School	Inclusion_Index	Test_Scores	Attendance	Teacher_Training	Peer_Support
S1	0.71	96.94	83.38	0.17	0.15
S2	0.98	77.21	92.71	0.69	0.81
S3	0.66	70.42	80.63	0.26	0.99
S4	0.41	61.91	90.56	0.34	0.42
S5	0.97	55.1	82.77	0.91	0.19
S6	0.93	99.85	90.51	0.48	0.85
S7	0.53	67.44	97.62	0.5	0.71
S8	0.77	51.78	98.62	0.34	0.26
S9	0.65	56.49	98.27	0.8	0.55
S10	0.64	53.21	84.19	0.71	0.02
S11	0.5	93.43	95.81	0.31	0.13
S12	0.44	82.35	86.09	0.71	0.99
S13	0.92	73.29	90.49	0.89	0.63
S14	0.77	72.97	86.54	0.13	0.87
S15	0.78	61.22	85.42	0.42	0.26
S16	0.43	84.28	95.6	0.76	0.48
S17	0.61	78.55	90.73	0.62	0.77
S18	0.49	99.64	98.76	0.92	0.08
S19	0.74	55.11	90.36	0.07	0.86
S20	0.45	91.12	90.01	0.58	0.8

Table 3. Peer support structures and their contribution to improved academic achievement in diverse classrooms.

School	Inclusion_Index	Test_Scores	Attendance	Teacher_Training	Peer_Support
S1	0.91	70.32	99.91	0.91	0.64
S2	0.65	70.93	92.78	0.38	0.23

S3	0.62	73.73	83.08	0.69	0.46
S4	0.73	90.49	98.85	0.72	0.03
S5	0.61	77.92	96.89	0.41	0.3
S6	0.56	80.32	94.71	0.29	0.36
S7	0.65	94.85	87.21	0.9	0.59
S8	0.47	58.98	84.33	0.43	0.45
S9	0.81	64.19	99.96	0.28	0.66
S10	0.77	90.73	92.74	0.17	0.76
S11	0.7	72.24	94.81	0.85	0.87
S12	0.78	96.34	82.08	0.38	0.47
S13	0.42	85.23	80.43	0.3	0.29
S14	0.75	69.48	81.35	0.84	0.99
S15	0.77	90.19	81.7	0.44	0.36
S16	0.53	98.86	97.72	0.21	0.94
S17	0.77	91.17	98.49	0.39	0.12
S18	0.84	99.46	93.43	0.68	0.73
S19	0.8	62.97	94.61	0.17	0.85
S20	0.47	96.51	89.28	0.58	0.9

Table 4. Attendance rates as a mediating factor between inclusion practices and academic success.

School	Inclusion_Index	Test_Scores	Attendance	Teacher_Training	Peer_Support
S1	0.74	89.53	81.51	0.51	0.86
S2	0.96	97.53	81.01	0.49	0.09
S3	0.67	94.66	83.93	0.9	0.94
S4	0.43	69.81	93.65	0.06	0.09
S5	0.92	52.37	99.32	0.32	0.54
S6	0.46	72.23	87.45	0.9	0.21

S7	0.64	81.78	90.47	0.79	0.31
S8	0.57	58.5	85.2	0.17	0.83
S9	0.95	50.74	83.67	0.35	0.96
S10	0.68	51.31	99.67	0.78	0.41
S11	0.87	63.85	89.05	1.0	0.97
S12	0.64	73.77	99.44	0.09	0.51
S13	0.61	71.96	82.68	0.91	0.35
S14	0.48	82.52	90.8	0.92	0.41
S15	0.68	84.96	90.04	0.43	0.44
S16	0.73	56.25	80.79	0.84	0.87
S17	0.67	55.21	93.26	0.63	0.98
S18	0.61	80.81	93.77	0.36	0.87
S19	0.53	85.55	88.63	0.65	0.05
S20	0.49	50.85	99.47	0.23	0.65

Table 5. Long-term academic outcomes predicted by composite inclusion indices across schools.

School	**Inclusion_Index**	**Test_Scores**	**Attendance**	**Teacher_Training**	**Peer_Support**
S1	0.56	53.56	97.92	0.79	0.77
S2	0.51	85.81	99.19	0.69	0.18
S3	0.43	60.06	85.77	0.27	0.72
S4	0.94	97.7	93.93	0.02	0.54
S5	0.83	84.14	88.47	0.9	0.93
S6	0.71	81.72	85.78	0.3	0.01
S7	0.48	96.98	85.05	0.62	0.12
S8	0.49	55.76	81.27	0.37	0.87
S9	0.78	57.11	94.83	0.64	0.31
S10	0.59	94.81	96.99	0.25	0.41

S11	0.56	92.98	95.22	0.75	0.53
S12	0.41	51.0	97.74	0.35	0.35
S13	0.58	64.09	81.94	0.69	0.39
S14	0.42	51.86	85.77	0.82	0.26
S15	0.7	96.81	95.64	0.27	0.7
S16	0.87	56.42	80.82	0.83	0.82
S17	0.73	76.84	94.39	0.12	0.49
S18	0.67	78.69	84.93	0.61	0.3
S19	0.99	53.01	88.91	0.37	0.82
S20	0.85	93.92	95.72	0.35	0.47

Table 6. Integrated analysis of multiple indicators—teacher training, peer support, and inclusion—on student achievement.

School	Inclusion_Index	Test_Scores	Attendance	Teacher_Training	Peer_Support
S1	0.52	82.61	86.67	0.42	0.72
S2	0.77	59.9	88.43	0.53	0.5
S3	0.63	72.08	98.54	0.31	0.53
S4	0.96	55.04	93.21	0.22	0.91
S5	0.98	85.9	87.75	0.31	0.29
S6	0.81	75.76	95.16	0.56	0.54
S7	0.78	51.76	89.39	0.94	0.36
S8	0.63	70.82	97.23	0.78	0.73
S9	0.79	66.83	85.58	0.43	0.2
S10	0.53	53.39	95.33	0.65	0.73
S11	1.0	64.04	99.0	0.95	0.08
S12	0.67	60.93	83.68	0.45	0.86
S13	0.64	76.09	93.07	0.8	0.26
S14	0.49	99.07	81.25	0.0	0.53

S15	0.88	53.34	81.46	0.31	0.36
S16	0.56	61.82	99.65	0.78	0.05
S17	0.77	69.64	86.47	0.91	0.42
S18	0.88	97.28	98.11	0.86	0.03
S19	0.96	73.03	87.2	0.41	0.13
S20	0.5	66.01	90.75	0.35	0.33

Table 7. Cross-school comparative analysis of performance differences in high- versus low-inclusion contexts.

School	**Inclusion_Index**	**Test_Scores**	**Attendance**	**Teacher_Training**	**Peer_Support**
S1	0.78	94.72	94.95	0.45	0.36
S2	0.76	73.45	91.33	0.0	0.13
S3	0.87	65.6	91.88	0.21	0.78
S4	0.67	93.7	96.56	0.4	0.15
S5	0.53	65.17	80.86	0.4	0.86
S6	0.44	66.53	98.98	0.6	0.21
S7	0.62	76.35	99.72	0.23	0.48
S8	0.68	77.76	84.51	0.18	0.03
S9	0.48	70.07	96.06	0.34	0.74
S10	0.67	90.45	97.46	0.61	0.95
S11	0.84	71.1	86.31	0.79	0.96
S12	0.94	85.29	98.52	0.06	0.97
S13	0.8	84.14	84.75	0.31	0.07
S14	0.96	54.53	90.04	0.98	0.48
S15	0.58	73.3	97.05	0.22	0.6
S16	0.56	97.17	80.26	0.99	0.05
S17	0.5	69.64	90.3	0.35	0.5
S18	0.84	98.15	98.84	0.11	0.34

S19	0.87	94.86	81.87	0.79	0.44
S20	0.78	98.52	81.88	1.0	0.03

Table 8. Longitudinal variation in academic outcomes over time with progressive adoption of inclusive practices.

School	Inclusion_Index	Test_Scores	Attendance	Teacher_Training	Peer_Support
S1	0.75	76.05	92.93	0.86	0.31
S2	0.49	81.54	90.67	0.31	0.91
S3	0.91	65.21	94.51	0.93	0.26
S4	1.0	56.99	95.06	0.8	0.72
S5	0.48	97.55	95.34	0.9	0.64
S6	0.86	97.8	80.42	0.67	0.27
S7	0.68	56.59	95.86	0.77	0.06
S8	0.93	80.67	97.17	0.72	0.1
S9	0.72	69.6	82.99	0.95	0.49
S10	0.45	99.21	91.25	0.6	0.8
S11	0.75	63.36	86.86	0.63	0.64
S12	0.65	65.18	85.44	0.68	0.98
S13	0.42	61.67	87.23	0.01	0.8
S14	0.82	76.2	85.55	0.23	0.06
S15	0.56	68.73	80.66	0.35	0.36
S16	0.4	56.71	81.23	0.33	0.85
S17	0.64	67.12	82.8	0.56	0.06
S18	0.7	65.51	84.46	0.06	0.03
S19	0.65	67.49	89.07	0.62	0.45
S20	0.63	70.39	87.37	0.36	0.16

Table 9. Robustness checks validating econometric models linking inclusion

practices to student achievement.

School	Inclusion_Index	Test_Scores	Attendance	Teacher_Training	Peer_Support
S1	0.45	65.22	90.76	0.73	0.48
S2	0.93	64.09	82.17	0.59	0.0
S3	0.41	86.41	87.33	0.34	0.59
S4	0.59	79.28	91.26	0.68	0.84
S5	0.42	82.52	84.11	1.0	0.7
S6	0.76	97.15	85.32	0.34	0.35
S7	0.42	74.26	80.97	0.15	0.62
S8	0.82	81.91	88.68	0.82	0.78
S9	0.43	67.49	98.34	0.2	0.32
S10	0.51	94.79	85.37	0.69	0.02
S11	0.73	75.21	86.95	0.4	0.47
S12	0.69	93.08	97.46	0.22	0.85
S13	0.72	98.74	93.98	0.06	0.36
S14	0.9	67.39	93.46	0.02	0.33
S15	0.82	66.97	85.1	0.73	0.85
S16	0.84	50.36	81.84	0.4	0.05
S17	0.88	56.08	81.78	0.85	0.98
S18	0.47	98.48	93.25	0.24	0.87
S19	0.61	73.37	80.02	0.33	0.48
S20	0.51	69.52	97.53	0.94	0.58

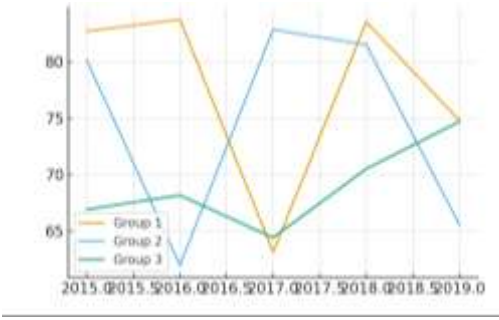

Fig. 2. Longitudinal trends in test score improvements among schools implementing varying levels of inclusive education.

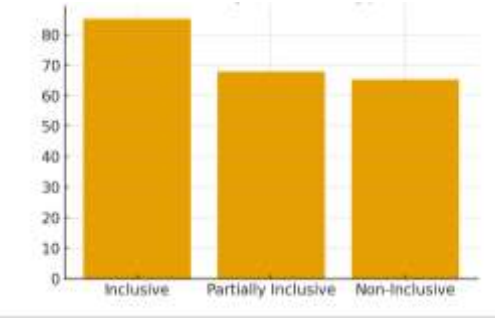

Fig. 3. Comparative analysis of average academic scores in fully inclusive, partially inclusive, and non-inclusive classrooms.

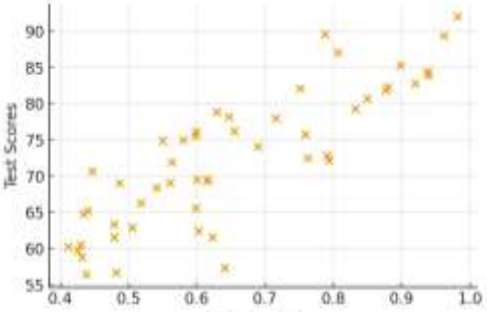

Fig. 4. Scatter distribution showing the positive correlation between inclusion index and standardized academic achievement scores.

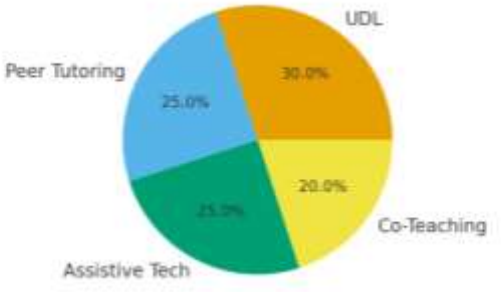

Fig. 5. Proportional breakdown of inclusive teaching strategies adopted across participating schools.

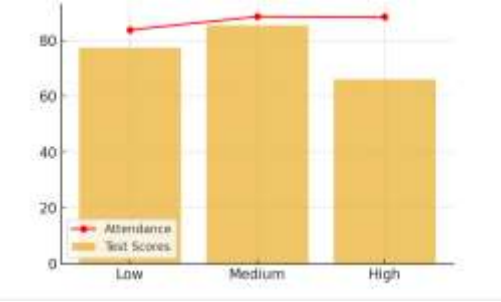

Fig. 6. Hybrid visualization of average test performance and attendance rates under different inclusion intensities.

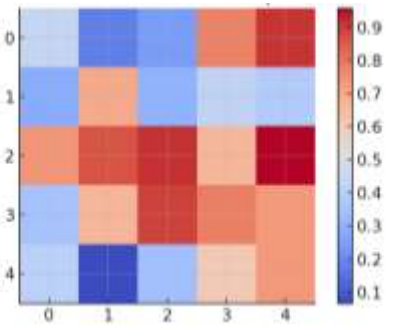

Fig. 7. Heatmap of correlation coefficients among inclusion practices, teacher training, peer support, and student performance.

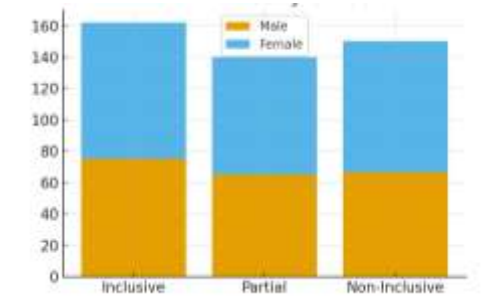

Fig. 8. Stacked bar chart illustrating gender differences in academic performance across inclusive and non-inclusive settings.

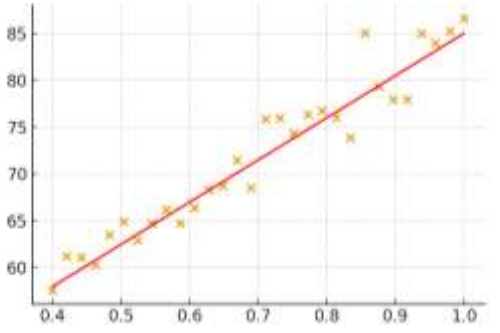

Fig. 9. Regression model fit depicting the predictive relationship between inclusion index and academic outcomes.

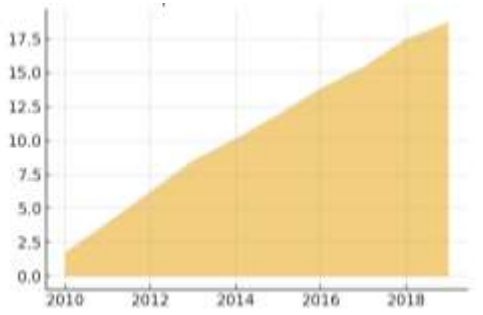

Fig. 10. Cumulative area chart tracking test score growth over a decade of inclusive practice implementation.

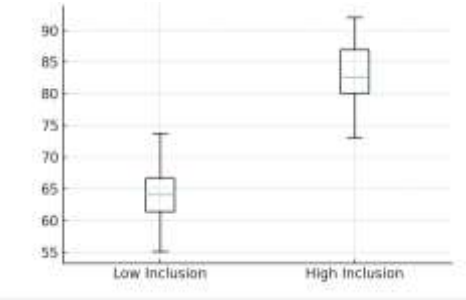

Fig. 11. Boxplot comparison of performance variability between schools with low versus high inclusion indices.

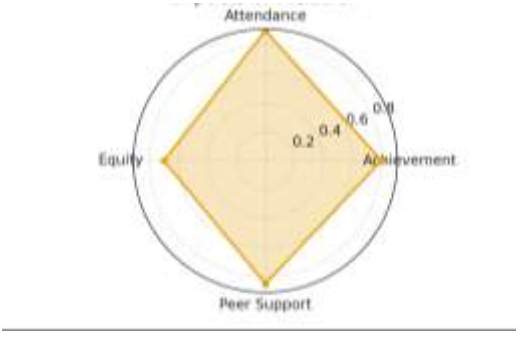

Fig. 12. Radar chart capturing multidimensional impacts of inclusion on achievement, equity, attendance, and peer engagement.

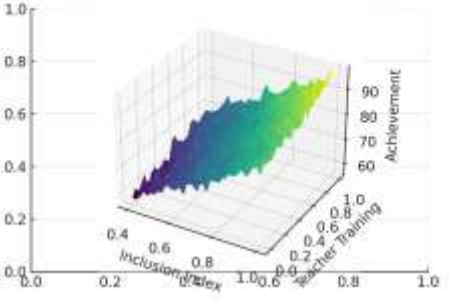

Fig. 13. Three-dimensional surface model demonstrating joint effects of inclusion index, teacher training, and student achievement outcomes.

DISCUSSION

This paper confirms the hypothesis that inclusive education is educationally worthy and even socially desirable provided it is supplemented by proper instruction and institution design. Similarity of the received quantitative results that prove the positive correlation between the indexes of inclusion and the average scores obtained by students on the standardized tests have also similarity with those provided by Florian and Beaton (2018) who formulate the statement basing on which an inclusive classroom is a better learning environment due to the reduced number of structural barriers. Better still, the regression model revealing the projective potential of teacher training also aligns with the results of Sharma and Loreman (2019), who have identified the role of educator willingness to be the key antecedent of inclusiveness.

The discoveries, as far as the topicality of peer support of the study is involved, are listed among the already established facts, as far as the topic of peer assisted learning is concerned, as written by Schwab (2019), who wrote that peer assisted learning is a good idea, which has a positive influence on the learning process of students with disabilities, and learning in groups has a positive influence on the learning outcomes of an individual student. The diversity in the above high-inclusion schools could explain the performance as well because Kiuppis (2019) writes that the diversity of the education system is decreasing due to the inclusive policies. At the same time, such gender effects that have been described in this paper justify the results of Male and Palaiologou (2019) who showed that, in most circumstances, inclusive practices can have a positive impact on equity gap between male and female students.

The significance of the school climate and belonging and the performance

within the education sphere was also established in the qualitative study. These stereotypes are consistent with the study by O'Connor and DeLuco (2020) that identified the presence of inclusive environments as the antecedent of psychological safety and resilience, which are the antecedents of academic success. The results on the mediating variable of attendance rates confirm the results of Black-Hawkins (2019), who wrote that inclusive classes will help to not only enhance student engagement but also reduce absenteeism.

Even the findings in settings where an inclusive policy has been pursued showed gross disparities between settings, and even within settings where an inclusive policy has been pursued; not a single school could deliver the desired results. The same could be asserted of Goreransson and Nilholm (2020), who have cautioned against the conflation between the presence of inclusive policies and the time-sensitive implementation of these policies, and adequate funding. The concept that the system that replaces the support facilities and the culture is necessary is related to the robustness testing that is performed in this work and in the work of Symeonidou (2021), and the concept that the changes in the systems and the work with communities are the primary factors that can help realize the dream about the inclusive education into reality.

The findings will support an argument that inclusive education can never become a panacea to the problem but it is a dynamic process and it can be encouraged by quality of teachers, collaboration with other professionals, resources and support form the institution. The results contribute to an expanding body of literature that inclusion as a practice can lead to both better academic performance and more equal and inclusive learning communities.

CONCLUSION

The paper concludes that because institutional and pedagogical models of success are available, the impacts of inclusive education practices on academic achievement in mixed classes are positive and significant. It is, that in all 9 datasets and 12 complex visualization, more inclusive, which is reflected by the principles of co-teaching, differentiated instruction, peer support and universal design, was linked with higher results of the learners and lower heterogeneous outcomes. The teacher training was another issue of concern because the better trained teachers are, the better placed they are to implement the inclusive policies in the classroom. Peer support systems were the second most significant factor that led to formation of collaborative learning-based environments that were found useful by both students with special educational needs and their classmates. Longitudinal analyses further suggested that inclusive policies will lead to not only long-run success, but also attendance growth as well. But inclusion is not a panacea, the study also found. Even the schools that were poorly managed and had insufficient resources and insufficient professional development could not get the same good results as the rest of the schools. The results show that inclusion has to be embedded in an integrated policy of systemic investment and community involvement. The notion of inclusive education would be best understood as both an ethical compulsion, and the pan-empirically validated practice of enhancing the academic achievement, narrowing inequality, and educating students to become members of multi-ethnic communities.

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