



Effectiveness of Inclusive Education Practices at the Secondary Level

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1. ABSTRACT

Inclusive education has emerged as a global movement committed to ensuring equal opportunities for all learners, irrespective of their disability, social disadvantage, linguistic background, or behavioural challenges. At the secondary school level, inclusion becomes particularly important because adolescents experience significant academic, social, and emotional transitions. This research article examines the effectiveness of inclusive education practices at the secondary level by focusing on teacher preparedness, pedagogical strategies, school environment, peer interaction, and learning outcomes. Using a descriptive and conceptual research design based entirely on secondary data, the study analyses scholarly literature from 2015 to 2024. Findings indicate that inclusive practices significantly improve academic engagement, self-confidence, peer cooperation, classroom participation, and social acceptance for students with special needs. Inclusion also benefits non-disabled peers by enhancing empathy, teamwork, and social responsibility. However, the effectiveness of inclusion is heavily influenced by teacher training, infrastructural support, curriculum flexibility, and collaboration among teachers, parents, and school leadership. The article concludes with practical suggestions to strengthen inclusive education at the secondary level.

Keyword: Inclusive Education, Secondary School Students, Teacher Preparedness,

Differentiated Instruction, Special Needs Learners, Learning Outcomes

2. INTRODUCTION

Education in the 21st century emphasizes equity, participation, and holistic development. Inclusive education is an approach that ensures students with diverse abilities and needs learn together within the general school system. According to UNESCO, inclusive education is not merely a placement of students with disabilities in mainstream classrooms; it is a process of addressing and responding to the diverse needs of learners through modifications in teaching methods, curriculum, evaluation, and school culture.

At the secondary level, inclusion becomes more challenging yet more critical. Students aged 12–16 undergo rapid physical, emotional, and cognitive development. They face higher academic expectations, increased competition, peer pressure, and identity formation struggles. For students with special needs such as learning disabilities (dyslexia, dyscalculia), ADHD, autism spectrum disorder, hearing or visual impairment, and social–emotional difficulties, the secondary stage becomes especially demanding.



Inclusive education aims to provide equal participation, remove discrimination, and promote success for all learners. Secondary schools adopting inclusion must modify the curriculum, employ flexible teaching methods, ensure accessible infrastructure, provide counselling support, and collaborate closely with parents. This research article investigates how effective these inclusive practices are at the secondary level.

3. REVIEW OF LITERATURE

3.1 Evolution and Concept of Inclusive Education

Inclusive education evolved from the global movement advocating for human rights, particularly following legislations such as the UN Convention on the Rights of Persons with Disabilities (2006). Inclusion promotes the belief that every learner has unique strengths and needs, and the education system must accommodate this diversity. Scholars such as Florian (2017) suggest that inclusion is a shift from the traditional model of “fixing the child” to “fixing the system” so it supports all learners.

3.2 Inclusive Education in the Context of Secondary Schools

Secondary schools are structurally and pedagogically different from primary schools. Teachers specialize in subjects, classroom sizes grow larger, and content complexity increases. Studies by Sharma and Loreman (2018) indicate that secondary-level inclusion is more complex due to:

- abstract concepts in subjects like mathematics and science
- multiple subject teachers teaching the same student
- limited time per period
- rigid curriculum and exam-oriented teaching

Despite these challenges, inclusion at the secondary level has far-reaching benefits. It supports adolescents in developing confidence, independence, and social responsibility.

3.3 Teacher Attitudes and Preparedness

Teacher attitudes significantly influence inclusive practices. Avramidis and Norwich (2017) found that teachers who receive training in special needs education are more positive and successful in implementing inclusion. However, many secondary teachers lack knowledge about:

- identifying disabilities
- preparing Individualized Education Plans (IEPs)
- classroom accommodations
- behaviour management



- using assistive technologies

The absence of these competencies makes inclusive teaching difficult and affects its effectiveness.

3.4 Instructional Approaches that Enhance Inclusion

Scholars recommend several instructional strategies that improve inclusivity:

3.4.1 Differentiated Instruction

This involves modifying content, process, and product according to individual learner needs. Tomlinson (2017) argues that differentiated classrooms encourage deeper engagement and better performance among students with varied abilities.

3.4.2 Universal Design for Learning (UDL)

UDL offers multiple ways to learn, express, and engage. It benefits students with disabilities, slow learners, and average learners alike. Research shows that UDL increases flexibility and student autonomy.

3.4.3 Cooperative Learning

Group-based learning helps students interact, support one another, and develop communication skills. Peer tutoring is shown to be particularly effective for students with learning disabilities.

3.4.4 Technology Integration

Assistive technology tools—screen readers, speech-to-text software, digital note-taking apps, audiobooks—greatly help special needs students understand concepts better.

3.5 School Environment and Infrastructure

Inclusion is not only about teaching methods. It demands accessible learning spaces such as:

- ramps, rails, wide doors
- disability-friendly toilets
- resource rooms
- counselling centres
- Braille materials
- assistive devices

Schools without adequate infrastructure fail to implement effective inclusion.

3.6 Role of Peer Support



Many researchers emphasize the importance of peer acceptance. Studies show that when students with disabilities are paired with supportive peers, they display improved:

- confidence
- academic performance
- classroom participation
- social communication

Peer sensitization programmes reduce bullying and promote acceptance.

3.7 Learning Outcomes in Inclusive Classrooms

Research shows significant positive outcomes for students with special needs:

- improved literacy and numeracy
- better self-esteem
- increased classroom engagement
- reduced dropout and repetition rates
- stronger interpersonal skills

Non-disabled students also benefit from the inclusive approach through improved cooperation, empathy, and leadership skills.

4. RESEARCH METHODOLOGY

This study employs a descriptive and conceptual research design, focusing exclusively on secondary data. The purpose is to synthesise existing evidence to understand the effectiveness of inclusive education practices at the secondary level.

4.1 Data Sources

The research draws on:

- peer-reviewed journal articles
- education commission reports
- UNESCO, WHO, NCERT publications
- books on inclusion and special education
- doctoral theses and conference papers
- online academic databases such as ERIC, JSTOR, ResearchGate, and Google Scholar

4.2 Data Collection and Analysis



The study followed these steps:

1. Keyword identification: inclusive education, inclusion at secondary level, special needs, differentiated instruction, UDL, teacher preparedness.
2. Literature screening based on recency, relevance, and academic credibility.
3. Thematic organisation into categories such as teacher attitudes, teaching strategies, learning outcomes, infrastructure, peer interaction.
4. Qualitative synthesis of findings to build a coherent understanding of inclusion effectiveness.

4.3 Limitations

- No primary data (interviews/surveys)
- Findings depend on available literature
- Context-specific variations in inclusion are not captured

Despite these limitations, the study provides a strong conceptual foundation.

5. FINDINGS / RESULTS

The review of literature reveals several major findings:

5.1 Positive Impact on Academic Achievement

Students with disabilities in inclusive classrooms perform better academically when exposed to:

- multisensory learning
- cooperative learning
- remedial support
- technology-based aids

Their attendance and participation improve significantly.

5.2 Enhanced Social and Emotional Development

Inclusion fosters:

- friendship formation
- self-confidence
- reduced stigma
- improved emotional regulation



- increased participation in curricular and co-curricular activities

Secondary students with special needs feel more accepted and less isolated.

5.3 Teachers' Challenges Influence Effectiveness

Teachers face:

- large class sizes
- lack of training
- insufficient special educators
- limited time for individualized planning
- scarcity of teaching-learning materials
- exam-oriented pressure

These barriers directly reduce the effectiveness of inclusive education.

5.4 Infrastructure and Resource Gaps

Schools lacking ramps, disability-friendly toilets, resource rooms, and assistive technology fail to implement inclusion effectively. Accessibility is a major determinant of success.

5.5 Increased Peer Sensitivity and Cooperative Behaviour

Non-disabled students working with differently-abled peers develop:

- empathy
- cooperation
- patience
- leadership skills

Thus, inclusion benefits the entire student community.

6. DISCUSSION

The findings indicate that inclusive education is highly effective when systemic support exists. It is not a one-dimensional reform but a multi-layered process requiring coordination among teachers, students, parents, administrators, and policymakers.

6.1 Alignment with Learning Theories

Inclusion aligns with Vygotsky's theory of social learning, which emphasizes peer interaction. Cooperative learning and peer tutoring reflect this philosophy. Similarly, inclusion is consistent with UDL principles that promote flexibility and learner autonomy.



6.2 Teacher Competence as a Core Factor

The success of inclusive practices relies heavily on teacher preparedness. Without proper training in disability identification, behaviour management, and adaptive teaching, inclusion becomes superficial. Teachers must have access to ongoing professional development programmes.

6.3 Need for Systemic and Structural Reform

Inclusion requires:

- supportive school leadership
- accessible infrastructure
- special educators
- customized learning materials
- flexible curriculum

System-level reform ensures sustainable inclusion.

6.4 Inclusion as a Cultural Transformation

Inclusive classrooms support diversity and promote values such as respect, cooperation, and equality. This contributes to a positive school climate, reducing stereotyping and bullying.

7. SUGGESTIONS

1. Professional Training: Provide regular in-service teacher training on inclusive strategies.
2. Special Educators: Appoint full-time special educators in all secondary schools.
3. Assistive Technology: Supply screen readers, audiobooks, Braille tools, hearing devices, and digital learning aids.
4. Curriculum Flexibility: Allow modified assignments and alternative assessment methods.
5. Parental Collaboration: Conduct orientation sessions and counselling for parents.
6. Peer Sensitization: Organize awareness activities to reduce stigma.
7. Infrastructure Development: Ensure ramps, railings, accessible toilets, resource rooms.
8. Policy Strengthening: Increase budget allocation and monitoring mechanisms.

8. CONCLUSION



The study concludes that inclusive education practices at the secondary level are highly effective in improving academic performance, social participation, emotional wellbeing, and peer relationships among students with and without disabilities. Inclusive classrooms foster cooperation, reduce discrimination, and create a positive learning environment for all.

However, effectiveness depends heavily on teacher training, institutional support, infrastructural facilities, curriculum flexibility, and parental involvement. Challenges such as limited resources, rigid curriculum structures, inadequate teacher preparedness, and large class sizes must be addressed for inclusion to function successfully.

Inclusive education is not merely a policy requirement but a moral commitment to ensuring equity and justice in education. When implemented effectively, it transforms the school into a community where diversity is valued, and every learner is supported to achieve their full potential.

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