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Editorial

Advancing Knowledge, Encouraging Inquiry, Shaping the Future

Knowledge is not merely the accumulation of facts; it is a continuous journey of inquiry, reflection, discovery, and the pursuit of truth. With this belief, we are pleased to present the current issue of the **Worldwide Academia International Research Journal (WAIRJ)** to our esteemed readers, researchers, academicians, scholars, and members of the global academic community.

We live in a rapidly transforming world shaped by technological advancement, social change, environmental challenges, economic uncertainties, and new forms of knowledge. In such a changing landscape, research has a vital role to play—not only in expanding the boundaries of academic understanding but also in helping society respond thoughtfully to emerging challenges.

The **Worldwide Academia International Research Journal** has been envisioned as a multidisciplinary platform for meaningful research, scholarly communication, critical inquiry, innovation, and the exchange of ideas. We believe that knowledge becomes truly valuable when it encourages questions, challenges assumptions, generates evidence, and contributes to the intellectual and social development of humanity.

Today's researchers are not merely producers of academic papers. They are observers of society, investigators of problems, creators of knowledge, and contributors to the future. Their work can illuminate unexplored questions, provide evidence-based perspectives, develop innovative solutions, and open new pathways for learning and development. Through WAIRJ, we seek to encourage such a culture of thoughtful research and responsible scholarship.

A credible academic journal is built not simply through publications, but through a shared commitment to **research quality, academic integrity, critical thinking, ethical scholarship, and constructive peer review**. Authors bring original ideas and evidence; reviewers contribute their expertise and critical perspectives; editors uphold scholarly standards; and readers transform published knowledge into further questions, discussions, and discoveries.

We therefore extend our sincere appreciation to all contributors to this issue. We are grateful to the authors who have invested their time and intellectual effort in developing their research, to the reviewers whose critical observations strengthen scholarly quality, and to our readers whose engagement gives meaning to academic communication.

As **Worldwide Academia International Research Journal** moves forward, our aspiration is not simply to increase the number of publications, but to build a meaningful scholarly community where ideas can be examined with openness, evidence can guide understanding, and research can contribute to education, innovation, and society.

We invite researchers, academicians, educators, practitioners, and emerging scholars from different disciplines and regions to participate in this continuing journey of knowledge creation. May every thoughtful question lead to deeper inquiry, every rigorous investigation contribute to understanding, and every meaningful idea inspire further discovery.

With respect for knowledge, commitment to scholarly excellence, and faith in the transformative power of research, we place this issue before our readers with the hope that it will **inspire reflection, encourage dialogue, stimulate innovation, and contribute to a better-informed and more thoughtful world.**

“Let noble thoughts come to us from all directions, and may they illuminate our shared journey of discovery.”

— Editorial Team

Worldwide Academia International Research Journal (WAIRJ)



Dr. Kamal Pandey

Editor-in-Chief

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Assessing the Effectiveness of Inclusive Teaching Strategies in Improving Classroom Participation, Learning Experiences, and Academic Achievement among Diverse Learners

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Abstract:

The aim of this research is to evaluate the effectiveness of inclusive teaching strategies to improve learning experiences, academic achievement and classroom participation among diverse learners. The results of the research will help teachers find certain practices that will motivate students to be involved in the process of learning and cater to their diverse needs. Differentiated instruction allows teachers to modify teaching processes, assessment and content according to the ability and preferences of learners. Culturally responsive teaching is another significant strategy since the cultural background of students impacts classroom experiences. Even though inclusive teaching strategies have been promoted globally, evidence in terms of their effectiveness is still fragmented. This creates a need to evaluate whether inclusive approaches improve learning experiences, academic achievements and participation. A secondary data collection method has been used in the study, which has been analysed using thematic analysis.

Keywords: *Inclusive teaching strategies, learning experiences, academic achievement, classroom participation, diverse learners*

1. Introduction

1.1 Background of the study

Inclusive education is one of the significant aspect and contemporary education system. Classrooms comprise learners with different linguistic, learning, socioeconomic, and cultural backgrounds. Inclusive teaching strategy focuses on ensuring that students participate in learning regardless of their different identities, educational experiences, and abilities. Strategies such as collaborative learning, universal design for learning, culturally responsive teaching, differentiated instruction and flexible assessments support diversified learning needs. It has been found that nearly 1.3 billion were out of school before the COVID-19 pandemic by 2020 (McCarthy, 2020). Some of the enrolled learners experienced exclusion in educational environments. According to the World Health Organisation, accessible educational practices are highly significant (WHO, 2024). Therefore, investigating the efficiency of inclusive teaching strategies is important to understand the ways in which educational institutions can enhance learning experiences, academic environments, and classroom participation for diverse learners.



Figure 1: Number of learners impacted by national school closures worldwide
(Source: McCarthy, 2020)

1.2 Problem statement

Policy commitment towards inclusive education has increased in a significant manner. However, many learners experience barriers to academic success as well as classroom participation. Traditional teaching strategies depend on standardised instructional techniques that might not be appropriate to address differences in language, socioeconomic, cultural, and learning ability circumstances. According to UNESCO, nearly 244 million children as well as young people were out of school by the end of 2022 (UNESCO, 2022). This illustrates a challenge related to educational exclusion on a global basis. However, exclusion also occurs in classrooms if students are physically present but unable to engage with learning and teaching activities. Linguistic minorities, students with disabilities, as well as learners from disadvantaged backgrounds might experience difficulties in achievement and participation (Ersoy, 2023). Even though inclusive teaching strategies have been promoted globally, evidence in terms of their effectiveness is still fragmented. This creates a need to evaluate whether inclusive approaches improve learning experiences, academic achievements and participation. This research paper identifies the teaching practices which are highly effective to support diverse learners.

1.3 Research aim and objectives

The aim of this research is to evaluate the effectiveness of inclusive teaching strategies to improve learning experiences, academic achievement and classroom participation among diverse learners. The following are the research objectives:

- To analyse the influence of inclusive teaching strategies on learning experiences and classroom participation
- To evaluate the impact of inclusive teaching strategies on academic achievements among diverse learners
- To identify their relationship in terms of academic success
- To evaluate the barriers faced by teachers in implementing inclusive teaching strategies

- To identify teachers' perceptions related to inclusive teaching strategies for diverse learners

1.4 Significance of the Research

The significance of this research lies in its contribution to the knowledge of the way in which certain teaching practices can foster an equal opportunity learning environment for students who become increasingly diverse every day. The results of the research might help teachers find certain practices that will motivate students to be involved in the process of learning and cater to their diverse needs. Educational institutions could benefit from having certain methods proven to facilitate increased involvement and success of students. At the same time, the research contributes to the larger discussion about educational equality since it deals with the idea of inclusion not only in the classroom but in the learning process.

1.5 Review of Literature

Inclusive teaching has a powerful influence on student participation, engagement and educational experiences. Inclusive pedagogy emphasises expanding the learning opportunities for all students instead of creating separate approaches for specific groups. According to Goyibova et al., (2025), differentiated instruction allows teachers to modify teaching processes, assessment and content according to the ability and preferences of learners. This helps in improving academic achievement and student participation in classroom activities. As opined by Espada-Chavarria et al., (2023), universal learning design is one of the most effective approaches in an inclusive framework. It promotes various ways of representation, expression and engagement, which enable learners to evaluate educational content through different methods. In the opinion of Afonso et al., (2025), flexible instruction methods enhance student participation and accessibility among learners with diverse needs. Culturally responsive teaching is another significant strategy since the cultural background of students impacts classroom experiences. Identifying cultural identities of students in teaching practices improves learning and engagement.

1.6 Research Questions

The following are the research questions for this study:

1. What are the strategies and approaches of inclusive teaching used in diverse classrooms?
2. What is the influence of inclusive teaching strategies on learning experiences and participation?
3. What is the impact of inclusive teaching strategies on academic achievements among diverse learners?
4. What is their relationship in terms of academic success?

2. Methodology

2.1 Research Methods and Designs

The study has employed an exploratory research design to investigate the effectiveness of inclusive teaching strategies to improve learning experiences, academic achievements and classroom participation among diverse learners. An exploratory design focuses on developing and understanding related to the research topic and potential outcomes (Kooli, 2023). In the study, an exploratory design has assisted in identifying inclusive strategies used; investigate their effectiveness and evaluating factors impacting their execution.

2.2 Data Collection Method

A secondary data collection method has been used in the study. Secondary data has been gathered from institutional sources and academic journals. Information has been obtained from peer-reviewed journal articles, educational policy documents from international organisations such as the World Health Organisation and UNESCO, as well as government reports. Google Scholar is the online academic database which has been used to identify articles and journals.

2.3 Data Analysis

The gathered secondary data has been analysed using thematic analysis. Relevance studies have been systematically reviewed to recognise recurring themes and patterns related to inclusive teaching and their outcomes. In thematic analysis, initial codes are developed from significant findings, arguments and concepts identified in the existing literature (DeJonckheere et al., 2024). In this study, these codes have been grouped into themes such as learning experiences, implementation challenges, academic achievements and classroom participation. This has allowed the study to synthesise data from different sources and create a structured understanding related to the effectiveness of inclusive teaching practices.

2.4 Ethical Considerations

The research has complied with the ethics of research through accurate presentation of secondary

data sources and avoiding plagiarism. Academic sources only, which are credible and publicly available, have been used in the research. In this research neutrality has been maintained and avoided misinterpretation or manipulation of previous data.

3. Results

Theme 1: Inclusive Teaching Strategies and Approaches in Diverse Classrooms

There are different strategies supporting inclusive teaching in diverse classrooms. Universal Design for Learning (UDL), cooperative learning, educational technology, scaffolding, culturally responsive teaching and differentiated instruction are some of the approaches used in inclusive teaching (Elena, 2025). Differentiated instruction allows teachers to adapt activities, assessment, and content according to the interests, learning profiles, and readiness of students. UDL focuses on promoting different ways of engaging and illustrating learning in classrooms. Fortepiani and Marsh (2023) conducted a study focusing on the significance of proactively designed teaching environments considering the diverse needs of learners. The teaching strategies recommended in the study include avoiding assumptions about the students, adapting approaches, transparent teaching practices and intentional course design. Student-oriented learning environments and accessible course materials are important elements in inclusive teaching strategies. In a study conducted by Pathak et al., (2024), it has been found that culturally responsive teaching integrates students' experiences, perspectives and cultural identities in instructional and curriculum practices. Strategies such as teacher cultural competence, positive student-teacher relationships, culturally relevant materials and student voice help in creating equitable classrooms. Findings of these studies suggest that in inclusive teaching, culturally sensitive, flexible and proactive approaches are required to identify learner diversity.

Theme 2: Influence of Inclusive Teaching on Learning Experiences and Classroom Participation

Inclusive teaching strategies impact classroom participation and learning experiences of students. A study conducted by Patel & Singh (2026) argued that approaches such as Universal Design for Learning, collaborative learning, culturally responsive pedagogy and differentiated instruction help in promoting equitable participation by accommodating learning needs. Inclusive classrooms improve a sense of belongingness, confidence and motivation among students, along with reducing social exclusion and disengagement. Guberina (2023) highlights the significance of culturally responsive pedagogy in developing learning environments in which students feel valued and recognised. Incorporation of learners' experiences, perspectives and cultural identities in teaching improves engagement. It also helps in encouraging active participation in classroom activities. Emotional and instructional support from teachers impacts academic engagement and the emotional well-being of students in a positive manner (Alhassan et al., 2025). The findings suggest that inclusive teaching enhances learning experiences by developing emotional security, active participation and belongingness among diverse learners.

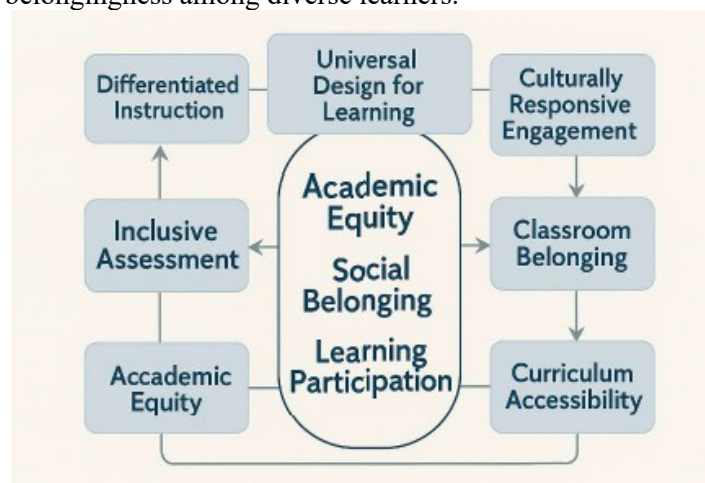


Figure 2: Inclusive Pedagogy Framework

(Source: Patel & Singh, 2026)

Theme 3: Impact of Inclusive Teaching Strategies on Academic Achievement

Inclusion in the teaching process may positively impact the academic performance of individuals with varied abilities through the provision of the necessary support. The study carried out by Fatima & Arshad (2023) found a positive relationship between inclusion and the academic performance of students. Inclusive practices such as co-teaching, UDL, peer support, and teacher preparation emerged from their research as critical factors that have been contributing to better results, including higher attendance and academic success, especially for those students who have special education needs. Similar to the previous

work, Shoukat et al., (2025) emphasise the potential of inclusive education policies in improving academic performance due to the provision of flexible curriculum, differentiated teaching, use of assistive technology, and proper institutional support. According to them, inclusive practices have the potential to contribute to positive academic results for students with various abilities; however, their effectiveness significantly relies on teacher preparation and successful implementation. Additionally, inclusive education is highly significant since inclusive settings have the potential to bring about both academic and social benefits for a variety of students. Students with special educational needs are affected both in the short and long term, particularly if their educational needs are not met properly or appropriately. According to UNICEF, of the total 93 million children with disabilities worldwide, half of them are not enrolled in any school program, while only 13% of children without disabilities are missing school (Mezzanotte, 2022). These studies show that inclusive teaching is not enough on its own to achieve academic success.

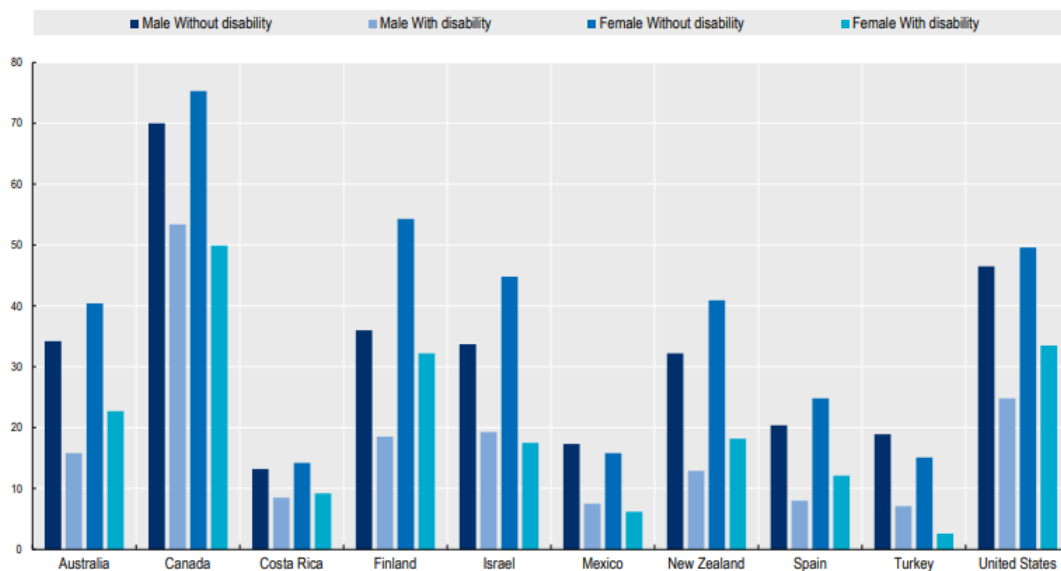


Figure 3: University completion rates disaggregated by disability status and gender

(Source: Mezzanotte, 2022)

Theme 4: Relationship between Inclusive Teaching, Participation and Academic Success

The relationship between academic success and inclusive teaching practices is highly complex. It is influenced by the quality of classroom support as well as execution. In a study conducted by Szumski et al., (2022), 1,552 students without disabilities were examined across different educational settings in Poland. The study found that changes in mathematics achievement and language are similar in general and inclusive education classrooms. This signifies that inclusive education does not affect the academic achievement of developing learners in a negative manner. However, the study did not have a significant additional finding in terms of academic advantage. Adequate resources, trained educators and individualised instruction are essential to support academic success among students facing disabilities (Sarabia et al., 2024). Approaches such as peer tutoring, personalised support and differentiated instruction can be used as mechanisms to address individual learning needs and improve educational outcomes. Polydoros et al., (2025) illustrated the significance of a supportive student-teacher relationship in academic success. Findings of the study highlighted that students having a positive relationship with teachers achieve higher academic performance. However, conflict was linked with lower achievement in this aspect. Findings of these studies recommend that academic success is closely connected to inclusive teaching strategies. However, individualised support, positive student-teacher relationships and quality of teaching are also essential for academic success.

4. Discussion

4.1 Interpreting Results

The findings of the study signify that inclusive teaching strategies positively impact classroom participation, academic achievement and learning experiences among diverse learners. The thematic analysis highlights that approaches such as culturally responsive teaching, individualised support, collaborative learning and differentiated instruction assist in addressing differences in the backgrounds, learning needs and abilities of learners. These strategies are highly significant in promoting confidence, a sense of belongingness and active engagement among diverse learners. Supported student-teacher relationships have evolved as a significant factor connecting inclusive classroom experiences with academic outcomes and participation. The findings suggest that inclusion extends beyond positioning diverse learners in the same

classroom and needs supportive interaction as well as pedagogical adaptations.

4.2 Comparative Analysis with published literature, unexpected outcomes, implications of findings

The findings are consistent with the existing literature suggesting that inclusive pedagogies help in improving academic performance as well as reducing achievement gaps. One of the significant outcomes is that inclusive education does not produce higher academic achievements. Szumski et al., (2022) identified similar achievement patterns between general and inclusive classrooms. This suggests that inclusion might neither improve nor reduce academic performance. This signifies that quality of implementation is highly important as compared to classroom placement. Therefore, these findings have significant implications for educational practice. Schools are required to invest in accessible learning materials, flexible instructional approaches and teacher training instead of focusing only on inclusive policies. Teachers are required to promote positive relationships as well as participation since these factors can improve engagement of students with learning. Inclusive teaching is highly effective if combined with learner-oriented practices, pedagogical strategies and institutional support. These aspects help in creating equitable opportunities for diverse learners in terms of academic success.

5. Conclusion

5.1 Chapter Summary

It can be concluded that inclusive classrooms improve a sense of belongingness, confidence and motivation among students, along with reducing social exclusion and disengagement. Student-oriented learning environments and accessible course materials are important elements in inclusive teaching strategies. Differentiated instruction allows teachers to adapt activities, assessment, and content according to the interests, learning profiles, and readiness of students. Linguistic minorities, students with disabilities, as well as learners from disadvantaged backgrounds might experience difficulties in achievement and participation. Traditional teaching strategies depend on standardised instructional techniques that might not be appropriate to address differences in language, socioeconomic, cultural, and learning ability circumstances. Universal learning promotes various ways of representation, expression and engagement.

5.2 Limitations

The study is limited due to its dependent from secondary data. This has restricted its investigation of experiences for teachers and learners. The reviewed studies can be different in terms of research methods, educational settings and learner groups. This has limited the generalisability of the findings in this study. Exploratory thematic approach cannot establish a relationship between academic outcomes and inclusive teaching strategies.

5.3 Recommendations

Educational institutions are required to provide teacher training in culturally responsive and differentiated teaching practices. Schools are required to ensure accessible learning materials, individualised support and adequate resources for diverse learners. In future, the study can focus on using primary data to investigate the ways in which specific inclusive strategies impact learning experiences, academic achievement and participation among diverse learners.

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