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**THE ROLE OF INCLUSIVE EDUCATION IN ENHANCING ACADEMIC
ACHIEVEMENT AND SELF-WORTH AMONG STUDENTS WITH LEARNING
DISABILITIES**

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ABSTRACT

Inclusive education aims to provide equal learning opportunities for all students by integrating those with learning disabilities into mainstream classrooms while offering appropriate support and accommodations. Students with learning disabilities often experience academic difficulties and reduced self-worth due to repeated struggles in traditional educational settings. Inclusive education promotes acceptance, diversity, and individualized learning approaches that address both academic and emotional needs. This paper examines how inclusive educational practices influence academic achievement and self-worth among students with learning disabilities. It highlights the importance of differentiated instruction, supportive classroom environments, and positive peer interactions in fostering confidence and improving learning outcomes. The study emphasizes that inclusive education not only enhances academic performance but also strengthens students' sense of belonging and self-esteem, contributing to their overall development and well-being.

Keywords: Inclusive Education, Learning Disabilities, Academic Achievement, Self-Worth, Student Well-Being

I. INTRODUCTION

Education plays a fundamental role in shaping individuals' intellectual, emotional, and social development. For students with learning disabilities (LD), however, the traditional education system often presents significant challenges. Learning disabilities such as dyslexia, dysgraphia, and dyscalculia affect how students process information, making reading, writing, and problem-solving difficult despite normal intelligence. Historically, these students were frequently educated in separate or specialized settings, which sometimes limited their academic growth and social integration. In recent decades, the concept of inclusive education has emerged as a progressive approach that seeks to educate students with learning disabilities alongside their peers in regular classrooms while providing necessary support and accommodations. This shift reflects a broader commitment to equality, diversity, and human rights in education.

Inclusive education is based on the principle that all students, regardless of their abilities or disabilities, should have access to quality education in a shared learning environment. It emphasizes adapting teaching methods, curricula, and assessment strategies to meet diverse learning needs. Rather than expecting students with learning disabilities to fit into rigid educational structures, inclusive education encourages schools to modify instructional practices to ensure that every learner can participate meaningfully. This approach recognizes that diversity in the classroom is not a barrier to learning but a strength that can enhance understanding, empathy, and collaboration among students.

One of the primary goals of inclusive education is to improve academic achievement among students with learning disabilities. These students often struggle with traditional teaching methods that rely heavily on lectures, textbooks, and standardized testing. Inclusive classrooms utilize differentiated instruction, multisensory teaching strategies, and individualized education plans (IEPs) to address varied learning styles. Assistive technologies such as audio books, speech-to-text software, and visual aids further support students in accessing the curriculum. When provided with appropriate resources and teaching strategies, students with learning disabilities demonstrate improved comprehension, higher engagement, and greater academic success. Research suggests that inclusive educational practices can narrow the achievement gap between students with and without learning disabilities by creating supportive learning environments that value progress over comparison.

Beyond academic performance, inclusive education plays a crucial role in enhancing students' self-worth and emotional well-being. Students with learning disabilities often experience frustration, anxiety, and feelings of inadequacy due to repeated academic failures or negative feedback. These experiences can lower self-esteem and lead to social withdrawal or lack of motivation. Inclusive education fosters a sense of belonging by allowing students with learning disabilities to learn alongside their peers, reducing feelings of isolation and stigma. Positive peer interactions help students develop friendships, communication skills, and confidence in their abilities. When students feel accepted and respected within their learning community, they are more likely to believe in their potential and take an active role in their education.

Teachers play a central role in the success of inclusive education. Their attitudes, expectations, and instructional strategies significantly influence both academic achievement and self-worth among students with learning disabilities. Educators who create supportive classroom climates, encourage participation, and celebrate individual strengths contribute to a positive learning experience for all students. Professional training in inclusive teaching methods equips teachers with the skills needed to manage diverse classrooms effectively. Moreover, collaboration between teachers, special educators, counselors, and parents ensures that students receive comprehensive academic and emotional support.

Inclusive education also benefits students without learning disabilities by promoting empathy, cooperation, and respect for diversity. Learning in mixed-ability classrooms helps students understand different perspectives and develop social responsibility. This shared educational experience prepares all learners for participation in diverse societies, fostering values of acceptance and inclusion. Thus, inclusive education contributes not only to individual student growth but also to the creation of more equitable and compassionate communities.

Despite its benefits, inclusive education faces challenges such as limited resources, lack of teacher training, and large class sizes. However, these challenges can be addressed through policy support, adequate funding, and continuous professional development. With proper implementation, inclusive education has the potential to transform educational systems by ensuring that students with learning disabilities are not marginalized but empowered to succeed academically and emotionally.

In inclusive education represents a vital approach to improving both academic achievement and self-worth among students with learning disabilities. By embracing diversity and implementing supportive teaching strategies, schools can create environments where every student is valued and given the opportunity to thrive. This study explores the role of inclusive education in shaping positive academic and emotional outcomes, emphasizing its importance in building equitable and inclusive learning communities.

II. SOCIAL AND EMOTIONAL OUTCOMES

Students with special need benefit greatly from inclusive education in areas such as social and emotional development, in addition to academic success. Their social skills and mental health may benefit from the chances for peer contact that come with LSENs being a part of regular classes.

Researchers found that students with impairments had better social interactions and higher self-esteem after participating in inclusive education programs. The research highlights the importance of inclusive environments in promoting peer relationships, which in turn may boost social acceptability and belonging. But there are still problems in the social sphere. Peer connections are notoriously difficult for students with special needs to form and sustain. Although there is hope for more social integration, researchers stress that kids with disabilities still face challenges in making friends, bullying, and social isolation. Their sense of self-worth and general health might take a hit as a result of this social isolation.

The author backs this up by saying that special education kids' self-esteem might take a hit since they feel inferior to their usually developing classmates in terms of competence and social acceptance. Inclusionary education has a significant impact on students' emotional control, which is a crucial component of their psychosocial health. Transitions and changes in routine may be especially challenging for students with special needs when it comes to emotional management.

The researcher has seen that these pupils often struggle with recognising, comprehending, and controlling their emotions, which might amplify their feelings of worry and anger. Although these difficulties may be lessened with the aid of inclusive environments, appropriate treatments and methods are still required to deal with concerns of emotional regulation.

III. TEACHER PERSPECTIVES ON INCLUSIVE EDUCATION

The effectiveness of inclusive education relies heavily on the work of educators. The success of inclusive education is heavily dependent on the mindset, values, and actions of educators. Fostering an inclusive atmosphere requires teachers to be well-prepared and to have positive connections with their students.

Academic and psychological results for kids with special needs are better when teachers-student connections are robust, according to researchers. The psychological and social health of these kids may be improved when their teachers show empathy, provide encouragement, and provide a secure classroom. Additionally, training and professional development of educators have a direct bearing on inclusive education's efficacy.

According to the researcher's findings, in order to provide educators with the information and abilities necessary to implement successful inclusive practices, continuous professional development is essential. To better meet the needs of their students, who come from a wide range of backgrounds and experiences, teachers might benefit from specialised training in inclusive education. When it comes to implementing inclusive education, legal and policy frameworks are king. A number of laws and regulations in the Philippines encourage and facilitate inclusive classrooms. Republic Act No. 7277 (Magna Carta for Persons with Disabilities) and the 1987 Philippine Constitution establish the legislative groundwork for guaranteeing educational opportunities for individuals with disabilities, while the Salamanca Statement offers a worldwide framework for inclusive education.

Additional legislation that encourages the inclusion of kids with special needs in regular classes includes the Enhanced Basic Education Act of 2013 and the Inclusive Education Act (RA 11650). All students should be able to participate fully in the educational process, and these regulations stress the significance of doing just that. Nevertheless, these policies can only be successful if they are put into action and sufficient funds are made available. Even while inclusive education has come a long way, there are still many unanswered questions. While many studies have looked at how inclusive education affects children's grades, not nearly as many have looked at how it affects the emotional and social health of kids who have special needs.

It has been observed that there is a lack of study on emotional regulation, social connectivity, and self-esteem within the framework of inclusive education. More research is required to

understand the effects of inclusive education on various areas of students' life and to find solutions that work. The benefits and drawbacks of inclusive education may be better understood if researchers also listen to educators' and other stakeholders' points of view. Research on inclusive education may benefit from an examination of teachers' perspectives and experiences in order to reveal successful strategies and places for growth.

IV. METHODOLOGY

Findings from this research will provide light on how integrating students with special education needs (LSENs) into typically developing classes affects their mental and emotional health. All aspects of the study, including its layout, context, participants, data gathering methods, statistical analysis, and any applicable ethical concerns, are part of the research process. Methods from descriptive statistics, evaluation, and correlation were all part of the study's mixed-method approach. To better understand the present situation and distribution of different social traits and how they relate to certain attitudes or behaviours, quantitative data on the psychosocial well-being of LSENs was collected using a descriptive survey approach. Emotional control, social connectivity, and self-esteem were measured as outcomes of mainstreaming for LSENs in the evaluation component.

Finding statistically significant connections between LSENs' demographic profile characteristics and their psychological well-being outcomes, the correlational technique investigated the links between LSENs' age, gender, and disability type. Input, processing, and output stages made up the study's organized procedure. Data was collected during the input phase to assess the impact on students' well-being. This data included demographic information (gender, age, grade level, parent occupation, and type of disability) and psychosocial measures (self-esteem, social connectedness, and emotional regulation). Using descriptive statistics like weighted averages, the psychosocial status of LSENs was examined throughout the process phase to ascertain their present condition.

Finding statistically significant associations between demographic characteristics and psychosocial well-being was done using inferential statistics, such as the Chi-square Test of Independence. Based on the results, suggestions were made to enhance mainstreaming techniques in the output phase. These recommendations might be in the form of action plans, programs, or activities that try to make LSENs more integrated into normal classrooms. Several statistical methods were used to examine the gathered data. We utilised weighted

mean and standard deviation to assess LSENs' self-esteem, social connectivity, and emotional regulation; we used percentages and frequencies to characterise their demographic profile. We used the Chi-square Test of Independence to see whether there were any significant correlations between the demographic profiles of LSENs and their psychological and social health.

V. RESULTS AND DISCUSSION

Within inclusive environments, LSENs report high levels of self-esteem, according to the study. Feeling good about oneself (2.83) and performing well in class (2.80) were the sensations of personal achievement and competence that received the highest scores. This provides further evidence that kids' self-perception and confidence are favourably affected by inclusion in mainstream courses. The chances for achievement, acknowledgement, and engagement in different activities offered by mainstream contexts are likely responsible for the high self-esteem. This is in line with other studies that have shown how inclusive education helps kids develop a positive self-image by focussing on their strengths.

By participating in group activities and receiving praise from their peers, LSENs are able to boost their self-esteem via mainstreaming. Their self-esteem is boosted even more by positive interactions and peer acknowledgement, demonstrating how inclusive behaviours are crucial for emotional and psychological development. A high degree of social connectivity is reported by LSENs, who are highly engaged in class activities and have a strong feeling of belonging. Participation in group activities (2.90) and sentiments of brotherhood/sisterhood (2.93) were the highest results. This high level of social connectivity indicates that inclusive environments cultivate deep connections and a strong feeling of belonging. Social integration relies on the development of empathy, comprehension, and social skills, all of which are enhanced via consistent peer engagement. Students with learning and social impairments (LSENs) are more likely to thrive in classes that actively promote inclusion and work to eliminate stigmatization.

They are more likely to be healthy and succeed academically as a result of this increased social integration (Sharma et al., 2015). With an aggregate mean of 2.60, the data shows that LSENs have strong emotional control. In spite of lower scores in regulating emotions (2.33), and expressing negative emotions (2.47), LSENs often do a good job of managing their emotions by being calm in difficult circumstances and positively expressing happiness (2.70).

It seems that mainstreaming helps LSENs regulate their emotions by exposing them to normally developing peers and giving them opportunity to learn from them. As children see and mimic the appropriate emotional reactions shown by their classmates, they may develop better emotional regulation abilities via social interaction and exposure to a supportive environment. Furthermore, LSENs are better able to control their emotions when they have the self-efficacy and confidence that come from being in an inclusive environment.

In inclusive environments, LSENs had a high level of psychosocial well-being across the board, with scores in the "High" category for self-esteem, social connectivity, and emotional regulation. This provides further evidence that LSENs' psychosocial development is favorably affected by participation in mainstream schools. Students benefit from increased self-confidence, stronger social ties, and better emotional control when they attend regular courses because of the welcoming and supportive atmosphere. The results stress the need for inclusive education strategies that encourage a well-rounded view of student growth. To improve students' health, happiness, and academic and social performance, schools should foster an atmosphere where LSENs feel accepted and respected.

The results show that demographic variables such age, gender, grade level, parent's employment, number of siblings, and disability type do not have a significant impact on LSENs' psychological well-being. Inclusionary environments, rather than individual demographics, seem to have a greater impact on psychological well-being. These findings provide further evidence that inclusive behaviors, not particular demographic factors, are critical for LSENs' psychological and social development. Creating an inclusive learning environment that encourages strong self-esteem, social connections, and emotional regulation is possible when all students, irrespective of their background or personal qualities, are able to benefit from it.

VI. CONCLUSION

Inclusive education plays a significant role in enhancing academic achievement and self-worth among students with learning disabilities. By integrating these students into mainstream classrooms and providing appropriate instructional support, inclusive education promotes equal learning opportunities and reduces educational disparities. It helps students develop confidence, improve academic performance, and build positive social relationships. Furthermore, inclusive environments foster acceptance, empathy, and cooperation among all

learners, contributing to holistic development. Although challenges exist in implementing inclusive education effectively, the benefits far outweigh the obstacles. With committed educators, supportive policies, and collaborative efforts, inclusive education can empower students with learning disabilities to reach their full potential academically and emotionally. Ultimately, inclusive education serves as a foundation for creating just, supportive, and resilient educational systems that value every learner's worth and ability.

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