

Exploring the Impact of an Inclusive Curriculum on the Academic Performance among Secondary School Students with Special Education

Zhang Hao

Sultan Idris Education University, Malaysia

Abdul Talib Bin Mohamed Hashim

Sultan Idris Education University, Malaysia

Corresponding Author

Email: abdul.talib@fpm.upsi.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v14-i2/25613> DOI:10.6007/IJARPED/v14-i2/25613

Published Online: 16 June 2025

Abstract

The concept of inclusive education is predominantly to offer the same, highly rated educational experiences to those students who have SEN as others who do not and have them study together in general classes. For one, the national policy has continued to affirm that there be an inclusive curriculum, however, it has proven difficult to get the practical implementation of such curriculum. Objective of the research seeks to examine the effects of the inclusive curriculum on SEN students' achievement when they are in the inclusive classroom setting at the secondary level, in Shandong Province. Research design using case study. The participants, numbering five characterized by the following composition: five students, five educational instructors, and five parents used a qualitative case study research method to gather data through one on one interviews and focus groups interviews. For findings, based on the thematic analysis of the collected data, three major themes were identified. Each of the themes was then subdivided into 13 sub-themes. Theme 1: Effective learning strategies and teaching methods. Theme 2: Personalized learning. Theme 3: Feedback and continuous assessment. The findings indicated practical experience and peer cooperation as the main factors for higher student motivation, better understanding, and better results. Only a few participants disagreed with the necessity of personalized education, multi-sensory education, and positive reinforcement in the cognitive and self-development of SNE learners. The findings indicate that raising teachers' competence, use of available resources, and parents' involvement in marginalized communities are the most practical ways to make a difference. It suggests that inclusive education can give good results only if it gets a global and united investment and support from the entire system.

Keywords: Inclusive Curriculum, Academic Performance, Students with Special Education

Introduction

Inclusive curriculum is the main way to meet the diverse needs of secondary school students with special education needs (SEN). This is very important since it is well known that most

educational systems are still unable to provide equal learning opportunities for SEN students, and as a consequence, students with SEN are socially excluded and academically underachieved. Exploring the effects of inclusive curriculum design on academic performance is the first step in guaranteeing that every learner is treated fairly and given the opportunity to succeed in supportive education (Bhat, 2023; Zhang & Miao, 2022). The study is fueled by the continuing disparities in curriculum accessibility, teachers' competence, and providing resources that exist in numerous schools, especially in insufficient-resource places. If specific strategies and inclusive practices are not implemented and followed, SEN students will be left behind, which is like continuing the cycle of educational disadvantage (Lozano et al., 2023; Du, 2024). In terms of the utilitarianism and success of the inclusive curriculum, this research underlines the beneficial impact of it on the student's engagement, motivation, self-esteem, and academic results. Aided SEN students' participation, accomplishment, and development in parallel with their peers are more viable when teachers customize the instruction, promote peer collaboration, and implement hands-on learning.

Inclusive education is a learning method in which students enrolled with special education needs (SEN) are placed in regular classrooms in order for them to benefit equally from this kind of activity. The effectiveness and efficiency of the inclusion of SEN learners have been the subject of study carried out worldwide (Bhat, 2023; Lozano et al., 2023). China's education system has experienced noteworthy changes which have resulted from its alignment with international norms such as the Salamanca Statement. China's Learning in Regular Classes (LRC) is a project that shows the country's efforts to include SEN learners in general education (Yan, 2022). Even though Shanghai and Beijing have been leaders in the domain of inclusive education, the underdeveloped and rural areas that are still behind are suffering from the same problems, which are teacher inability, lack of money, and random curriculum change (Du, 2024; Zhang & Miao, 2022).

Eventhough the national system is in favor of inclusive education, its rollout varies across China. The absence of teachers who not only are qualified but also have knowledge of inclusive education, the missing link between the curricula, and the lack of awareness from the parents' side are the problems that are brought to the fore (Alduais & Deng, 2022; Xue, 2024). Localities' efforts have been largely inconsequential in light of the fact that they have failed in their responsibility towards implementing the curriculum. Students' reports and inside sources have found that the proposed curriculum does not align with the existing reality in most of the schools of China and the teachers; accordingly, the resulting policy change and classroom practices have gone in directions. (Li, 2023; Ca et al., 2023). This has gone so far as to create a situation where schools are moving in the opposite direction to the policy goals set up by the authorities while, on the other hand, the goals are also not being accomplished in all educational facilities. The purpose of the new research is to examine the influence of an integrated curriculum approach on learners' academic achievement with disabilities in a general education classroom in the context of Shandong, China.

Literature Review

Inclusive curricula typically aim to include every learner and, at the same time, allow students with special education needs (SEN) to participate. The effectiveness of plans for the inclusion of all learners in the curriculum can be thoroughly scrutinized by means of the reports and thoughts of the assessors that are mostly the learners, teachers, and the parents.

Only when fitting changes and diversified instructional methods are resorted to, inclusive curricula can be of help to students with special education needs (SEN). Evidences have shown that the global inclusive educational setting has been the environment where learners with SEN can perform optimally and exhibit an increment in their self-esteem and, by the same token, school participation is also facilitated with the help of the implementation of the customized teaching and learning objectives through the adapted learning environment (Lozano et al., 2023). For the urban area in China, they see a better situation with well-thought-out policies and better infrastructure while rural students face the dual challenges of curriculum constraints and lack of special resources (Yan, 2022; Cao et al., 2023).

Parents are the most critical layer of inclusive education because it is at home that they ensure the child understands everything, act as advocates for getting the necessary services, and support the teamwork between parents and schools. In most countries, parents of children with special educational needs (SEN) prefer the model of inclusive education as it is the surest way for their children to lead normal lives without any stigma and exclusion in education. One situation that was reported in China, especially in the rural and less developed areas, was that the parents may not have been made aware of the inclusive education policies and the laws in place to support the same. This lack of updated information not only deprives the parents of the right interaction with the school but also pushes them into very low levels of parenting engagement (Li, 2023; Xue, 2024). Creating public awareness through campaigns in communities and effective school-family communication would have a significant positive impact on parental engagement and student performance in school. Teachers first among other professionals; hence their leadership is crucial in providing the necessary information to the students on inclusive education. However, teachers often encounter a range of roadblocks in their classrooms, which are mainly due to the institutionalized and systemic challenges occurring in the educational system. Despite the fact that generally, there is a lot of support for inclusive education, a number of factors such as lack of training, large class populations, and strict assessment requirements have worked against the teaching fraternity which has been unable to have that necessary flexibility to accommodate children with special needs. Arising from the shortage of professional development and support that teachers get, burnout plus the variance in the implementation of inclusive education especially in lower status schools both are quite rife in China (Alduais & Deng, 2022; Ji, 2024). Through systematic training programs as well as continuous investment of resources and practical policy strategies, there is a possibility to cover these weak points powerfully without harming any party.

According to the authors of various writings, inclusive curricula are able to support students with special educational needs in their academic performance; however, the effectiveness of such curricula depends on how well they will be supported by students, teachers, and parents. In China, the lack of equality between different areas, such as urban and rural regions, is a constant barrier to the use of inclusive pedagogy (Du, 2024; Zhang & Miao, 2022). It is the students' proficiency that inclusive methods can be appropriately used to meet the specific needs of each child. But, this will only be possible if the teachers are available and well-trained and have support from the school administration (Bhat, 2023). On the contrary, a study shows that students' motivational and learned reactions are the main factors that will predict the success of educational processes; one of the most crucial factors is family participation, notably when the school reaches out and informs (Li, 2023). It is essential that teachers

acquire continuous professional development so that inclusive education policies they implement would be closer to the department's reality (Ji, 2024). Therefore, the empowerment of teachers, community education, and flexible policy formation in the local environment is pertinent in the transformation from the promise of inclusive education into a concrete reality. This approach requires that local investments be made in teacher education, community education, and the design of adaptable policies; only then will inclusive education become more than an idea.

Research Design

This research comprises a qualitative case study method to look into the influence of an inclusive curriculum on educational performance of Special Education Needs (SEN) students in inclusive classrooms. This method is suitable for the research due to its ability to penetrate deeply into the points being studied and pick up small details that may be overlooked. The methodology can also gather firsthand detailed, situational information experience from researchers that are impossible to interpret from second-hand recorded sources (Yin, 2018). A case study design is selected as it enables the researcher to investigate in-depth not only what is happening, but also the how and the why in a particular school setting. It is also crucial for such a design to focus on understanding participants' experiences of life and the ways in which they construct and react to inclusive curricula.

Seeking the viewpoints of students, parents, and teachers through the use of semi-structured interviews is how the identification of potential role-playing for each individual will be achieved. This method of data collection allows an interviewer to ask to probe questions and at the same time, strictly follow the schedule of questions arranged beforehand (Creswell & Creswell, 2018). The participants have the privilege to express their own opinions and at the same time, the major issues of the study are pursued to understand the effect of inclusive curriculum application on the performance of SEN students from varied perspectives by the aforementioned qualitative design.

Locations, Sampling and Participants of Study

Location of the study bear the weight of the whole research process, shaping the local context and lifting the standard of the study (Creswell, 2018). This research took place at Shandong Specific Cases of Secondary School Student in Jinan, Shandong Province.

A qualitative case study needs a good sample that ensures the gathering of context-dependent, in-depth information (Haute, 2021). Interviews were conducted with a sample of diverse participants who represented 5 students, 5 educators, and 5 parents to respect all the views and to retrieve the study validity and richness of the study. The data presented in Table 1 explain the response of the sample used in the study.

Table 1

Sampling Information

Participant	Role/Grade	Learning Style / Expertise	Needs / Challenges
Student 1	Grade 8	Hands-on, Visual	Dyslexia
Student 2	Grade 9	Logical, Auditory	ADHD
Student 3	Grade 7	Kinesthetic, Experiential	SPD
Student 4	Grade 10	Independent	High-functioning Autism
Student 5	Grade 11	Visual, Social	Mild Anxiety
Teacher 1	Special Ed Teacher	Special Ed Diploma	12 years exp., SEN strategies
Teacher 2	General Ed Teacher	Elementary Ed Diploma	10 years exp., tech tools
Teacher 3	Peer Tutor Coordinator	B.Ed.	15 years exp., mentor training
Teacher 4	STEM Teacher	STEM Ed Bachelor's	8 years exp., hands-on STEM
Teacher 5	Counselor & Instructor	Counseling Bachelor's	10 years exp., SEL strategies
Parent 1	Retail Worker	High School	¥216,000 income
Parent 2	Office Manager	Bachelor's	¥396,000 income
Parent 3	Freelancer	Some college	¥144,000 income
Parent 4	Teacher	Master's	¥504,000 income
Parent 5	Medical Assistant	Associate's	¥288,000 income

Table 1 contains the details of the specific study sampling. The information is categorized into students, teachers, and parents. A total of 15 people participated in the survey. 5 from each category had participated. Students of various age groups (from 7th to 11th grade) and with various learning styles among which are included hands-on, visual, logical, auditory, kinesthetic, and experiential were chosen to take part in the survey. These students had various learning challenges like dyslexia, ADHD, sensory processing disorder (SPD), high-functioning autism, and anxiety. The teachers-respondents were of the following job titles: Special Education Teacher, General Education Teacher, STEM Teacher, Counselor or SEL Instructor. The levels of their education ranged from diplomas and degrees to 8-15 years of professional experience. The teachers are experts in subjects like special education, technology integration, STEM education, and emotional and social education. Parents with different backgrounds working in various jobs such as retail, office management, freelancing, education, and medical assistance were also involved in the survey. The annual income of the participants was between ¥144,000 and ¥504,000, thus indicating various levels of the socioeconomic status of the latter. The table gives a reflection of participants in the research with multitudes of experiences, demands, and histories, thereby providing meaningful and contextually located qualitative information for the study.

Data Collection, Data Analysis, Validity and Reliability

In this research, personal interviews and group discussions are two main approaches to be used. They will explore the effect of an inclusive curriculum on the academic achievements of special education needs (SEN) students. Qualitative interview tools gather individual stories as well as the opinions of a group, and in that way, they provide rich context details about the way different human dynamic interactions work. The data will then be subject to Braun and Clarke's (2006) six-step thematic analysis methodology which would lead to the detection of repeated topics of interest thus a systematic approach to data analysis. Successfully carrying out the thematic analysis would entail several stages such as acquainting oneself with the data, tagging, generation as well as refinement of themes, clarification of themes and then

presentation of a final document that represents one's real life experiences and the status of SEN learners. To hug the idea of credibility, the examination of the points of view offered by the participants is performed by triangulation, member checking, and reflexivity as they guarantee the soundness of the view (Clarke & Braun, 2021).

The interviewees are further put in charge of making sure the findings remain reliable and trustworthy through a number of related procedures, a clear audit trail, matching codes, and discussion of differences between the two codes of conduct (Nowell & Norris, 2023). The reaction of the teacher, students, and parents is corroborated by the artifacts from interviews, observations, and archives. All the above actors will read and approve the consolidation of the direct information that they have provided as the surest way to gather the intense accuracy of the teachers' replies and to bring out the value in the qualities that point to the changes that have come with the inclusive curriculum in the lives of the students with SEN.

Results

The study identified three core themes with a total of thirteen specific sub-themes. Theme 1: Effective Learning Strategies includes (i) experiential and hands-on learning, (ii) peer collaboration, (iii) the use of technology, (iv) real-world and gamified activities, and (v) multi-sensory instruction. Theme 2: Personalized Learning highlights (i) accommodating different learning speeds, (ii) providing multiple ways for students to engage and show understanding, (iii) reducing frustration while building confidence, (iv) applying differentiated teaching methods, and (v) increasing student participation and motivation. Theme 3: Feedback and Assessment focuses on (i) offering constructive feedback, (ii) tracking progress and encouraging self-reflection, (iii) motivating learners, (iv) identifying learning gaps early, (v) using flexible assessment methods, and (vi) supporting ongoing academic growth.

This study about the influence of an inclusive curriculum on the results of learners, specifically students with special needs. It analyzes data from students, teachers, and parents to understand how effective inclusive strategies are in improving the education they receive. Figure 1 shows the three main theme for Inclusive Curriculum on Academic Performance.

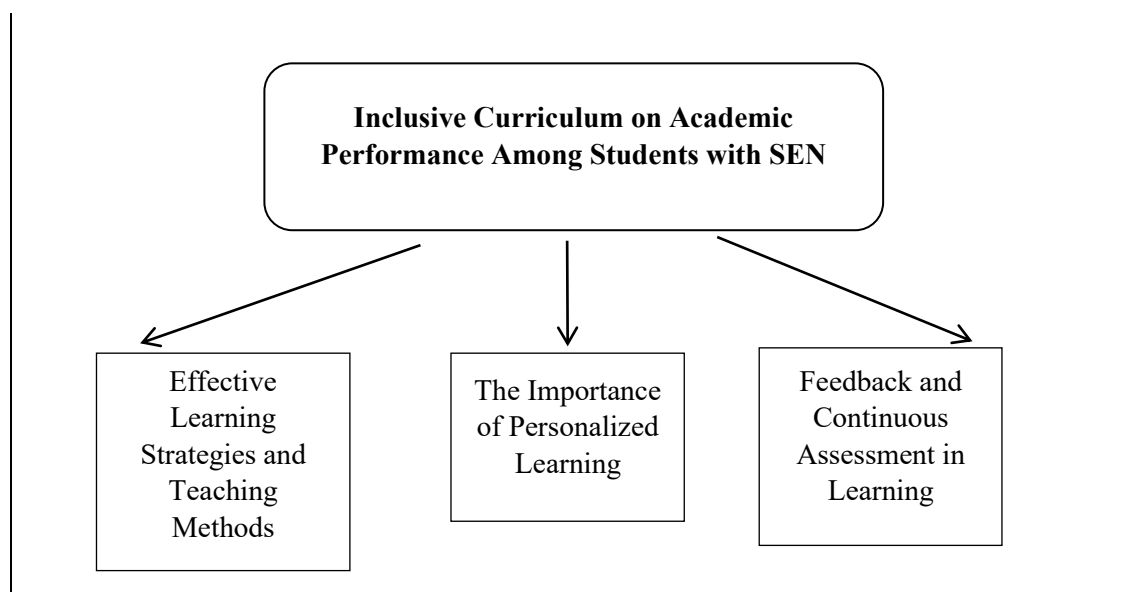


Figure 1

Inclusive Curriculum on Academic Performance

As the focal point of the Inclusive Curriculum for Academic Achievement, the Thematic Framework appeared in Figure 1, and illustrated the various learning strategies that are effective such as interactive methodology, experiential activities, group discussion and technology infusion for the primary purpose of raising student engagement, knowledge, and academic achievement levels of SEN students particularly in the fields of reading and mathematics. Adaptation of the teaching contents of the curriculum to the specific needs, the learning style of each student pace of learning and approximations of the students' proficiency through personalized learning optimally supports students with special educational needs. The effect of this model is that it makes the student get the full meaning, interact with the content, and be calm, enabling them to get through obstacles and pace up. It indicates the formation of students' positive and the fostering of the achievement in academics in the classroom. Academic performance can be managed and improved through ongoing assessment practices and teacher feedback. Evaluating regularly and favorably reviewing teacher comments ensure that students know their strength points, change the weaknesses, and adopt an appropriate learning attitude.

Students' Perception on The Impact of an Inclusive Curriculum on the Academic Performance

This section outlines the students' views about an inclusive curriculum and shows how it can impact their progress. It demonstrates the impact of personalized instruction, differentiated instruction, and collaboration on understanding, engagement, and performance. Table 2 shows the Students' Perception on The Impact of an Inclusive Curriculum on the Academic Performance

Table 2

Students' Perception on The Impact of an Inclusive Curriculum on the Academic Performance

Theme	Sub-Themes	Description
Effective Learning Strategies and Teaching Methods	(i) Hands-On and Experiential Learning (ii) Collaborative and Peer-Based Learning (iii) Technology-Enhanced Learning (iv) Real-World Applications and Gamified Learning	Some effective strategies for learning involve hands-on experiences, working in groups with peers, technology, and practical application. These strategies enhance motivation, understanding, and engagement, particularly among varied learners.
The Importance of Personalized Learning	(i) Catering to Different Learning Paces and Needs (ii) Multiple Ways to Engage and Demonstrate Understanding (iii) Reducing Frustration and Boosting Confidence	Personalized learning is indispensable because it accommodates various paces and requirements, provides diverse means to participate and demonstrate comprehension, and decreases frustration while increasing student self-esteem.
Feedback and Continuous Assessment in Learning	(i) Learning Through Constructive Feedback (ii) Tracking Progress and Encouraging Self-Reflection (iii) Boosting Confidence and Motivation	Feedback and regular assessment support increased student confidence and motivation while facilitating ongoing growth academically. It provides constructive criticism, monitors progress, and offers opportunities for self-reflection.

Table 2 gives an outline of learning activities and instructional strategies that can help learners excel in their academics. One of the most efficient teaching techniques and means of learning through practice are the tools that not only work for normal students but are also very effective for special education learners in understanding and performing well in math and reading.

"I learn the best by the use of the chits in math totally depend on me by using the images through drawing." (Student 1)

These same strategies are also used to stand up the abstract ideas, the learning and understanding of the students are thereby simplified. The provision of a supportive environment where the major actors are the student collaborations, tutors, and learners, indeed, fosters communication, stimulation, and awareness of influence possibilities among the students.

"I am totally comfortable with finding information and coming up with solutions through the group I work with. I can easily sort through the information I need with the use of graphic organizers in my reading." (Student 2)

Learning from one another creates a better atmosphere and stimulates positive classroom environment. Furthermore, the technology-driven education is one of the effective ways to improve engagement and students' understanding.

"Technology is a great help to grasp the concepts. I have a clear understanding of basic math through interactive educational apps and videos. The tests that I take through technology are a fun way to boost my reading skills." (Student 3)

"Able to deepen their understanding at home by using digital resources and they can also get help from the technology they use at their disposal. The integration of gamification and real-world examples is a surefire way to get the learners motivated, engaged, and remembering their lessons all the time." (Student 5)

Likewise, competitions and games provide learners with a source of enjoyment and interaction expanding the learners' ability to associate new facts with real-world contexts. One great help for the positive learning process of students is the presence of individualized or modified lessons.

"Some of us are very fast learners, while others may take up to a long time to understand something. The lessons that are prepared for the individuals allow them to be independent in learning and surely it is a must to provide every single learner with this independence." (Student 1)

Through employing the differentiating approach, educators can extend extra help to students who are struggling without slowing advanced learners down. One of the crucial aspects that must be taken into account for the sake of personalization is that students be given different types of questions and different ways of participation in the process.

"I preferred to make a slideshow because I am good at pictures and a small amount of text. By having a choice actually, I can tell others about my book in the way I want to." (Student 2)

In addition, providing a variety of tests like having students complete written assignments, give speeches, or create a video presentation enables the students to be aware of their strengths and actually to make good use of them in making sure that they are able to share information.

"I find the adapted lessons to be of great help as they help in reducing any frustration while studying. In the instance where the teacher changes the lesson in a way that suits my level then I can catch on easily and I also get encouraged." (Student 3)

This kind of help keeps the student's self-esteem high and motivated. Moreover, it creates a comfortable and open atmosphere that promotes a sense of friendship and help among the students such as from The teacher's part, he or she should play a key role in giving individual students guidance. Periodic checking of students' progress and getting them back to the right path are also part of the SEN students' goals.

"The feedback provides a lot of information to me but mainly it tells me what I'm good at and what I still have to fix. In case the teacher provides the comments, I know exactly how to improve next time." (Student 1)

A student's advantage is not having a grade that does not change but having access to detailed feedback involving the correction and consolidation of knowledge. Again, the value of this process is enormous as it helps the student to understand in which areas. The teacher's comments, tasks, and tests all constitute the student's reflective and quantifiable measures of improvement.

Regular checks and reviews are a good way to measure your strengths and weaknesses. They let you be aware of your weak points, so you can easily focus on them. When a student gets feedback in a timely manner, he/she acquires the confidence and the drive to adopt a progress mindset.

"I feel very good when I get nice comments. So, if a teacher tells me that I am on the right track or that I am doing very well, then it makes me feel like working even harder." (Student 4)

"Personally, I think that quizzes and comments from the teacher are really worthy since they point out one's evolution over time. Being provided with the opportunity to assess my past work against the present work really lets me see the extent of my progress." (Student 5)

Witnessing progress over time in a child motivates them to become self-confident and maintain their motivation to reach desired objectives. Engaging in detailed feedback, regular check-ins, and child-initiated assessments are ways through which educators serve to cultivate the student's intrinsic motivation to learn, the very essence of realizing that learning is NOT an event but rather a journey.

Parents' Perception on the Impact of an Inclusive Curriculum on the Academic Performance

The section points out the viewpoint of mothers and fathers on the question of the inclusiveness of the curriculum and its positive influence on the child's performance. Parents being the main source of the child's education are attracted as participants and informants and therefore they express the contribution of inclusive education. Their participation discloses the positive changes in the aspects of self-reliance, studying, independence, and socialization. Parental attitudes give a clearer picture of how the inclusive strategies and the learning environment that is geared to the student's needs enable cognitive development. Table 3 shows the Parents' Perspective on the Influence of an Inclusive Curriculum on Academic Achievement.

Table 3

Parents' Perception on The Impact of an Inclusive Curriculum on the Academic Performance

Theme	Sub-Themes	Description
Effective Learning Strategies and Teaching Methods	(i) Increased Confidence and Independence (ii) Improved Learning Skills and Engagement (iii) Stronger Problem-Solving and Critical Thinking Skills	Effective learning strategies and teaching methods build student confidence and independence. They increase engagement, enhance learning skills, and develop problem-solving and critical thinking, leading to deeper understanding and academic success.
The Importance of Personalized Learning	(i) Differentiated Instruction and Personalized Learning (ii) Enhanced Social and Collaborative Learning (iii) Increased Engagement Through Interactive Learning	Personalized learning is important because it uses different teaching methods to meet each student's needs, encourages teamwork, and boosts engagement with interactive activities, making learning more meaningful and effective for everyone.
Feedback and Continuous Assessment in Learning	(i) Guiding Parental Support at Home (ii) Motivating Students Through Positive Reinforcement	Feedback and continuous assessment guide parental support at home and motivate students through positive reinforcement, fostering a supportive learning environment and encouraging consistent academic progress.

Table 3 displays topics about changes in the performance of learners in an inclusive class. The inclusive class environment has certainly been enriching to students the students have developed higher confidence and self-reliance that eventually led to self-paced learning.

"Ever since my child has started the inclusive class, they've grown more secure in their assignments. They were once shy but now they are open about their request for assistance."
(Parent 1)

This gained confidence has further been the students' risk-taking behavior in studies, their ability to complete their school assignments solitarily, and the security of being the source of their capabilities. Also, inclusive education not only improves the learning skills and motivates the students by providing the interaction of the lessons but also the lessons are student-centered.

"My child's attention and motivation are getting better. My kid had trouble focusing but now, they are very excited about school since teachers use interactive and group work in the classroom." (Parent 3)

The lessons are tailored to the student's interest and style of learning, it becomes easy for that student to learn more enthusiastically. An inclusive curriculum helps in further developing problem-solving and critical thinking by allowing the student to work as part of a

team, enjoy and provide autonomy. An inclusive curriculum will also develop the students' skills of problem-solving and critical thinking as it allows for autonomy and cooperation, thus the students can face the challenges with confidence.

"Children with special needs who were placed in my son's classroom were one of the reasons why my child experienced significant growth at school. Their frequent interactions with diverse groups allow the students to get acquainted with the ability to communicate well and solve problems effectively." (Parent 2)

The attendance of heterogeneous students in a learning stage also has a significant impact because it creates the best environment to be able to learn the three main skills: teamwork, cooperation, and communication. It can also be recovered that through an inclusive curriculum, student engagement is attained.

"Participation in the lessons such as experiments, group work, and especially the use of technological resources which makes it very interactive and productive for students as it is enjoyable for teachers." (Parent 3)

The truth is that these learning strategies are awesome. They keep the learners in the best mood and suffer a bit from recall over a period of time. A very open point is that such learning strategies are really effective on the learners. This is why to the major educational development the main idea of the feedback and the communication are quite suitable and important.

"One of the biggest advantages for the families of the children that are finding regular communication with the educator is that they will become more aware of the children's weak and strong points." (Parent 1)

The very pragmatic nature of communication between educators, students, and the students' families, not only helps those students who are in school, but those who also request the provision of services at home, and those who encounter learning difficulties in schools receive more personalized learning which ultimately leads to their success. Moreover, the report presented by the teacher encourages the students to be self-motivated as they feel that their work is appreciated with the teachers' comments and continue to work to the best of their ability.

"I find that receiving praises from his teacher is what makes my kid do better. Should I award him some positives from his teacher, he will feel elated about his progress and keep motivated." (Parent 5)

By recognizing and commending the student's accomplishments, the teacher can facilitate a positive learning attitude which will further motivate the student to excel. Educational establishments which maintain regular contact with parents contribute not only to the improvement of the home-school relationship but also establish a culture where the student feels encouraged and motivated to do their best.

Teachers' Perception on the Impact of an Inclusive Curriculum on the Academic Performance

The present part looks at how teachers perceive the impact of an inclusive curriculum on the learning outcomes of SEN students. Given that teachers are the ones who carry out the plan of inclusive education, they have pivotal inputs about the results of various types of instruction, several sensory modalities, and the assistance of classmates on the learning of students. According to teachers' feedback, it can be inferred that in addition to being provided with numerous benefits, they might still be facing some difficulties. Furthermore, the use of inclusion in both classrooms and schools has resulted in various outcomes such as the betterment of students' academic performance, the increase in their involvement in the learning process, and the rising of their self-esteem. Table 4 presents the Teachers' Perception of the Impact of an Inclusive Curriculum on Academic Performance.

Table 4

Teachers' Perception on The Impact of an Inclusive Curriculum on the Academic Performance

Theme	Sub-Themes	Description
Effective Learning Strategies and Teaching Methods	(i) Differentiated Instruction and Individualized Learning Plans	One way of improving the learning process is through differentiated instruction, multi-sensory instruction, and peer cooperation. All these three strategies make it possible to match the individual's needs and to ensure the involvement, comprehension, and achievement of the highest possible level.
	(ii) Multi-Sensory Teaching Approaches	
	(iii) Peer Collaboration and Structured Support	
The Importance of Personalized Learning	(i) Catering to Different Learning Paces and Abilities	Personalized education allows learners to progress at different paces and at different ability levels, significantly impacts individuals' engagement and foster confidence, engage in inclusive practices and peer interaction, and thus create a more vibrant and effective learning environment.
	(ii) Enhancing Student Engagement and Confidence	
	(iii) Encouraging Inclusivity and Peer Interaction	
Feedback and Continuous Assessment in Learning	(i) Early Identification of Learning Gaps and Personalized Support	Feedback and continuous evaluation play a cohesive role in identifying the gaps in knowledge not only as early as possible but also in providing one-to-one support, employing a variety of tests to meet diverse learners' requirements, and at the same time inspiring and motivating learners through their continuous progress.
	(ii) Using Alternative Assessment Methods to Support Diverse Learning Needs	
	(iii) Providing Motivation and Encouraging Growth	

Table 4 details the kinds of strategies considered more effective in education and the approaches to teaching learners with special educational needs (SEN). Educators working in inclusive classrooms come to know that highly important in this process are the use of different teaching methods and individually set learning plans (ILPs) in students with special education needs due to their increased academic performance. In this way, the teacher could

better observe his students by encouraging them to express their understanding of the given tasks and therefore a high level of explanation could be maintained.

"I have implemented differentiated teaching to be the solution, and the results were positive. As long as we accordingly come up with lessons that meet diverse learning situations, SEN children are capable of learning at their pace and can experience a gradual rise in their level of performance." (Teacher 2)

On the one hand, individualized education that is the ardor of the student is what leads to achievement and growth. Teachers would, however, need to go a step further to help those students who learn through the auditory pathway by 'committing' their whole bodies while taking in a lesson.

"I have observed that using all senses to teach is more effectual in the case of children with special educational needs in terms of remembering things. The combination of a visual, practical and digital way of educating keeps them attentive." (Teacher 4)

"This teaching technique adjusts to the needs and preferences of many students, specifically, it sets the content to a level that all students can understand easily and can assist some of them to memorize information. ." (Teacher 3)

A comprehensive curriculum is one that not only enriches students but also secures social and academic benefits as it involves children with special educational needs in peer interaction. When working in structured activities with peers, they easily acquire skills and develop relationships. (Teacher 3)

Fostering a culture of cooperation through co-teaching and the utilisation of group work activities stimulates a collaborative classroom in which students are encouraged to work together and feel appreciated.**Seriousness of differentiated instruction and customized lesson plans for students with special educational needs.

"SEN pupils can learn because of the differentiated instruction. The children not only learn differently but they also vary in energy levels, motor skills, and behavior. Hence, a strategy intended for everyone will not serve its purpose." (Teacher 1)

Individualized lessons develop a friendly atmosphere for learners and this results in all learners having an opportunity of exceling. In addition to students of different learning speeds, this kind of education enhances students' confidence and participation. Assignment by the students' ability can be employed to get students to be active in the class.

"Because when students are exposed to their strengths, they feel positive and are self-motivated to work on a particular subject." (Teacher 4)

Decreasing frustration by building individualized plans not only makes the children feel competent but also substantially enhances their motivation levels and the goals of education. In addition, differentiated education is an important part of creating an inclusive educational environment, where SEN students can be together with the rest of the class and not in a

separate place. This approach is beneficial as it addresses students' academic development and helps them gain skills in social and group work, which are crucial for success.

"Regular checking of their doing exercises ensures that I discover the areas where they have problems. Frequent tests, class checks, and observations help me in identifying the SEN learners who will require assistance before they are left behind." (Teacher 1)

This way, the students can be assured of timely support that is appropriate for their needs. Miniaturization of the areas of concern and continuous informal reviewing serve as a dual stimulus and reveal the successful progress of the students. Since the development of SEN students' pace may be different from that of the rest of the class, the little progress should be appreciated to keep them motivated.

"Periodic tests allow me to check for small but meaningful changes. Sen kids have another speed of learning and tests after a time give me a chance to reward them for their learning and help them to stay motivated." (Teacher 3)

Recognition of advancements, even if it is graduating numerically, has a positive effect on student learning and inspires them. Instead of standardized tests, new methods of assessments are urgent for SEN children due to the tests providing quite an abstract result of their potential. Teachers have to make use of different assessment methods to have clear information about how each individual is performing.

"Continuous assessment gives me the ability to choose the thing which fits every student most. In case a student does better in oral testing than written testing, I modify the test in such a way." (Teacher 5)

The marriage of technologically based assessments, self-reflection tasks, and portfolio assessments, makes educators capable to give the most comprehensive types of assessment which are the most suitable for the student's learning and potential. Such themes give out the mean of differentiation, inclusive strategies, and continuous feedback for academic success of children with special education needs.

Triangulation Data for Perception on the Impact of an Inclusive Curriculum on the Academic Performance

The academic results of students with special education needs (SEN) have significantly improved that the idea of inclusive curriculum has confirmed from interviewed children, teachers, and parents. An inclusive curriculum has led to the development of school culture, where students are not only socially confident, and at the same time, motivated, and supported to academically achieve. Figure 2 shows that adopting an inclusive learning curriculum can lead to a positive change in students' motivation levels.

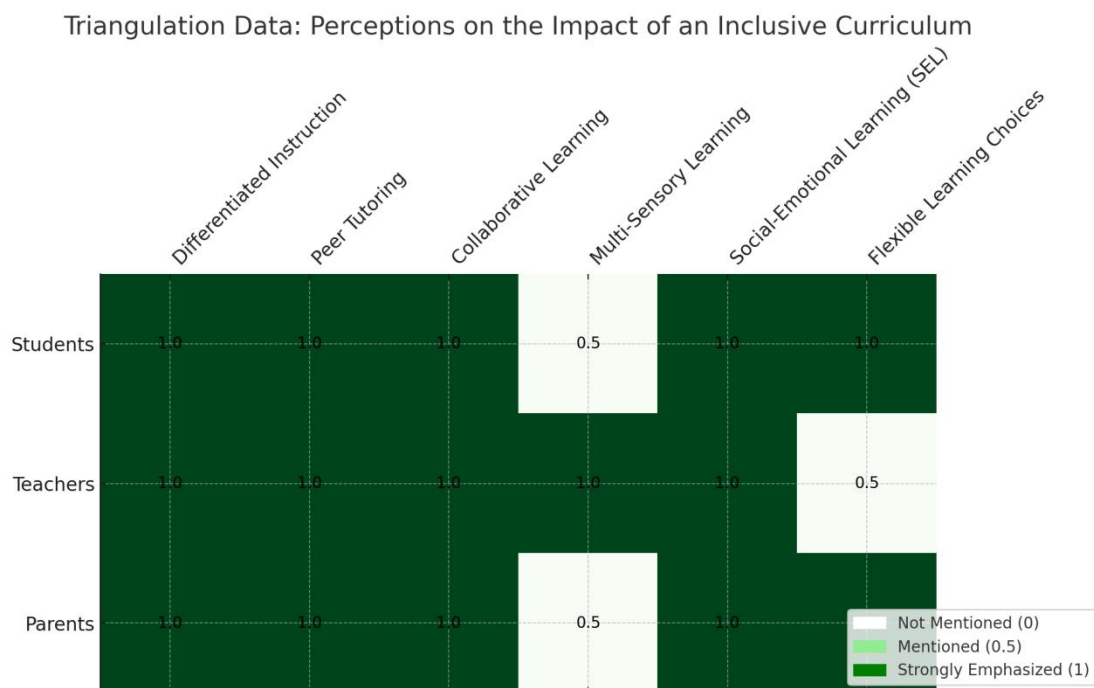


Figure 2

Triangulation Data for Perception on the Impact of an Inclusive Curriculum on the Academic Performance

Figure 2 shows students, parents, and educators are in agreement with the main strategies of an inclusive curriculum and their impact on academic development based on triangulated different views. A table has been used to show the relative importance of six focus areas as per the three groups' viewpoints including differentiated instruction, peer tutoring, collaborative learning, multi-sensory strategies, social-emotional learning (SEL), and flexible choice of learning. The intersection of views has happened not just on peer tutoring, but also on SEL and differentiation, such that all the groups appreciate their positive contribution to education and society. Children were seen to prioritize ideas for a dynamic way of learning that would trigger their participation, while teachers proposed a step-by-step approach to reflect the expected outcomes and parents emphasized approaches to increase confidence and improve the areas of study in the short run. The graphic not only shows the conflicting points and the areas of agreement among the groups, thereby emphasizing that the main aim of inclusive activities is to cater to the different needs of students, but also reveals how inclusive strategies address the variety of students' issues of lack of homogeneity.

Discussion

The students spoke on how they get an extra chance to engage by doing, and they feel that they can learn better through collaboration with their peers, which leads to the conclusion that practical activities and cooperative work help a lot with the comprehension particularly in subjects like math and reading. The expression of the kids' sentiments of playing games supported by the computers and the use of technology that was adaptable made their work easier and made them become more eager to learn and easily understand the new concepts. The students stated that having the feedback of the teacher as well as a system of assessment that was sustained was one of the main tools that marked their confidence building and closely followed their advancement. These results are in line with previous studies that

reported that when students are involved in various, meaningful learning experiences, their achievement level grows (Lozano et al., 2023; Yan, 2022).

Among the notable changes that parents observed in their children were the increased numbers of study hours and instances of pro-social behavior due to the incorporation of inclusive practices. The responses of being more confident, independent, and focused were regularly mentioned. The changes of pace and method, as well as interactive and participatory study, were the parents' choices, which in their view, led to the benefits of their kids having fun and engaging in school. Despite the finding from the survey, it was shown a lot of parents were not familiar with the methods, tools, and the legal rights of inclusive education of their children, particularly the ones in China's hinterland areas which makes their support and advocacy limited (Li, 2023; Xue, 2024). Schools and communities working together on the issue and organizing educational programs for parents would be the two measures essential for the parents to be more engaged. Teachers disseminated the importance of differentiating instructions, multi-sensory teaching methods, and peer support for the promotion of inclusive education development. Teachers underscored the vital role of ongoing assessments and modifying evaluation methods as a way to have a quick insight into the learning gaps and prepare better support. A weak spot in Chinese education wasted has been and still continues to be the lack of teacher training and excessive class sizes – this fact is beyond dispute (Alduais & Deng, 2022; Ji, 2024). Teachers' own experiences indicate that regular funding and an evolutionary professional development program should be in place to aid the inevitable shifts in inclusive approaches.

Some studies the results are the same with the available literature which shows that inclusive curricula work most efficiently when flexible to the environment of each and are carried out by well-prepared educators and engaged families (Bhat, 2023; Zhang & Miao, 2022). In the Chinese context, urban schools are more suitable to carry out inclusive models, rural schools are expected to meet a level of difficulty caused by the lack of system support in the form of device education, policy response, and parent ongoing participation because all of them are the main influences for sustainable and equitable inclusive education they are the key to their success as the recent research shows.

Conclusion

This research confirms the claim that inclusive curriculum greatly help in the social and academic development of special education needs (SEN) students. The highlights of this approach being better student engagement, self-confidence, and understanding from hands-on activities, peer conversations, and teacher-customized classes. Some of the positive outcomes included that the children who felt more independent and motivated were supported by their parents who claimed that the idea and continuous control of this kind of schooling are preferable. Data paralleled with the extant body of knowledge and supported the significance of teacher training, family involvement, and equal resource availability so that the inclusive education becomes sustainable, especially in resource-poor countries.

The study being discussed is very important since it shows that inclusion curricula extensively aid the social and academic progress of learners with special education needs (SEN). It also illustrates the manner in which practical tasks, friends' communications, and a teacher's changed lessons facilitate student involvement, self-esteem, and educational achievements.

These results are of particular importance for bettering inclusive education in areas lacking in resources, not only making it more efficient but also ecologically sustainable.

Implication and Suggestion

The study reveals that an inclusive school approach is necessary, and that this should include the idea of student voice, the involvement of the family, and the readiness of teachers. It moreover highlights that urban-rural disparities, teacher development, and inclusive school climate are the factors to be considered in addressing the situation. According to the findings, youth-friendly practices, which are locally adapted, are the most effective means to promote equity in practice and policy.

This study suggest that schools should first and foremost train their teachers in inclusivity, as well as develop communication with families, and provide more support to the communities in need. Teachers and educational policies should be in a position to cater to all types of learners' needs. The further study might seek to explore the long-term impacts of the inclusive education approach as well as determine the strategies that have successfully closed the implementation gaps, especially in areas with minimal resources.

References

- Alduais, A., & Deng, M. (2022). Challenges and support systems in implementing inclusive education in Chinese schools. *Journal of Special Education Research*, 18(2), 112–126.
- Bhat, M. (2023). Inclusive education and differentiated instruction: Bridging policy and practice. *International Journal of Inclusive Pedagogy*, 11(1), 45–59.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Cao, Y., Chen, L., & Zhang, W. (2023). Curriculum flexibility and support for special education in rural China. *Asian Journal of Educational Policy*, 7(3), 66–80.
- Clarke, V., & Braun, V. (2021). *Thematic analysis: A practical guide*. London: SAGE Publications.
- Creswell, J. W. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications.
- Du, H. (2024). Bridging the urban-rural gap in China's inclusive education. *China Education Policy Review*, 9(1), 23–39.
- Haute, L. (2021). Sampling techniques in qualitative case studies. *International Journal of Qualitative Methods*, 20, 1–13.
- Ji, Y. (2024). Teacher preparedness for inclusive education in China: Barriers and opportunities. *Teaching and Teacher Education*, 39(2), 78–92.
- Li, X. (2023). Parent engagement in inclusive education: The Chinese context. *Journal of Parental Involvement in Education*, 6(1), 15–27.
- Lozano, M., Tan, C., & Ahmed, F. (2023). The impact of inclusive settings on students with special needs: A global review. *International Journal of Educational Research*, 122, 101987.
- Morgan, D. L. (2022). *Focus groups as qualitative research* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

- Nowell, L. S., & Norris, J. M. (2023). Ensuring trustworthiness in thematic analysis. *International Journal of Qualitative Methods*, 22, 1–13.
- Xue, R. (2024). Legal awareness and parental involvement in inclusive education in rural China. *Journal of Chinese Educational Studies*, 10(1), 34–48.
- Yan, J. (2022). Inclusive education reform in urban and rural China: A comparative analysis. *Chinese Journal of Educational Development*, 8(4), 90–105.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Thousand Oaks, CA: SAGE Publications.
- Zhang, Y., & Miao, L. (2022). Systemic inequality in Chinese inclusive education: An urban-rural divide. *Asia-Pacific Journal of Education*, 42(3), 289–305.