



Constructivist Learning Approaches and Instructional Methods for Inclusive Education: A Demographic Analysis of Students in Meghalaya towards Viksit Bharat 2047

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Abstract

This study examines the role of constructivist learning approaches and instructional methods in promoting inclusive education among college-level students in Meghalaya, in alignment with the vision of Viksit Bharat 2047. Grounded in constructivist theory, the research explores how learner-centered pedagogies—such as inquiry-based, collaborative, and problem-based learning—contribute to student engagement and participation. The study also investigates the influence of demographic variables, including gender, socio-economic status, and locality, on inclusive education outcomes.

A quantitative descriptive research design was employed, and data were collected from a sample of 105 students using a structured questionnaire. Statistical techniques such as t-test, ANOVA, correlation, and regression analysis were used to analyze the data. The findings revealed that there is no statistically significant relationship between constructivist learning approaches and inclusive education outcomes. Additionally, demographic variables did not significantly influence students' engagement and participation in constructivist learning environments.

The results highlight a gap between the theoretical effectiveness of constructivist pedagogy and its practical implementation in diverse educational contexts. The study concludes that while constructivist approaches hold strong theoretical value, their effectiveness depends largely on contextual factors such as teacher preparedness, institutional support, and availability of resources. Therefore, achieving inclusive education requires a holistic and context-sensitive approach beyond instructional methods alone.

Keywords

Constructivist Learning, Inclusive Education, Instructional Methods, Socio-Economic Status, Demographic Variables, Student Engagement, Higher Education, Meghalaya



Introduction

Constructivist Learning as a Tool for Human Development

Education plays a fundamental role in the development of human capital and the promotion of sustainable national progress. In line with India's vision of Viksit Bharat 2047, there is a growing emphasis on fostering inclusive, equitable, and skill-oriented learning environments. Within this context, constructivist learning has emerged as a prominent learner-centered approach that prioritizes active participation, critical thinking, and the construction of knowledge. It is grounded in the principle that learners actively develop their understanding through experience and interaction, rather than passively absorbing information.(Kretchmar, 2021). Rooted in the theoretical contributions of Jean Piaget and Lev Vygotsky, constructivism highlights both cognitive and social processes of learning, where knowledge is constructed individually and through social interaction. Constructivist instructional approaches have gained considerable attention in contemporary education as educators strive to create more engaging and effective learning environments. However, their effectiveness in enhancing student learning outcomes has remained a subject of ongoing debate. A systematic review of evaluation-based studies conducted between 2014 and 2023, drawing on databases such as ERIC, Education Research Complete, and the Social Science Citation Index, identified a range of constructivist instructional approaches that significantly improve various domains of learning when compared to traditional teaching methods. The review, based on rigorous inclusion criteria and quality assessment, highlighted multiple empirically supported strategies rooted in constructivist theory, demonstrating their effectiveness in promoting student learning outcomes. These findings suggest that constructivist instructional methods serve as viable and evidence-based alternatives to conventional pedagogical practices, with important implications for educators, curriculum planners, and researchers.(Arega & Hunde, 2025). However, the effectiveness of these methods is not uniform across all learners and is often influenced by demographic variables such as gender, socio-economic status, and locality. Studies indicate that students' engagement with constructivist pedagogy varies significantly across demographic groups, with differences observed between male and female learners as well as between rural and urban students(K et al., 2024). In culturally diverse and socio-economically varied contexts, these differences become even more pronounced, highlighting the need to consider demographic diversity when implementing constructivist approaches.

Statement of the Problem

Despite the growing emphasis on constructivist learning approaches as effective pedagogical strategies, their implementation in diverse educational contexts remains uneven and context-dependent. Research has shown that constructivist instructional methods enhance student engagement and promote meaningful learning; however, their effectiveness varies across different learning environments and student groups (Bambang Budi Wiyono et al., 2026) and (Tadesse et al., 2024). Furthermore, there is limited empirical evidence on how these approaches function within inclusive education settings characterized by socio-economic and demographic diversity. In regions such as Meghalaya, where disparities in access to educational resources and opportunities are prevalent, the effectiveness of constructivist pedagogy may differ significantly among learners from varied backgrounds. Moreover, the interaction between constructivist instructional methods and



demographic variables such as gender, socio-economic status, and locality has not been sufficiently explored, particularly in higher education contexts. Studies indicate that classroom participation and learning outcomes are influenced by demographic factors, yet their role in constructivist and inclusive settings remains under-researched (Haataja et al., 2024). This lack of context-specific and demographic-sensitive research creates a gap in understanding how inclusive education can be effectively achieved through constructivist practices. Therefore, the present study seeks to examine the role of constructivist learning approaches and instructional methods in promoting inclusive education while considering the influence of demographic variable

Demographic Inequalities in Learning (Meghalaya Context)

The effectiveness of constructivist learning approaches is closely influenced by students' demographic characteristics. Variables such as gender, socio-economic status, and locality shape learners' access to educational resources, participation in classroom activities, and overall academic engagement (Coleman, 1966). In the context of Meghalaya, these disparities are particularly significant due to its diverse tribal population, geographical constraints, and variations in educational infrastructure. Students from rural and economically disadvantaged backgrounds often encounter limited access to learning materials and technological resources, which can hinder their active participation in constructivist learning environments (Reardon, 2012). Furthermore, gender-based differences in confidence, interaction, and classroom engagement may influence the effectiveness of collaborative and inquiry-based learning strategies (Eddy et al., 2014). These disparities underline the importance of adopting inclusive and context-sensitive pedagogical approaches that accommodate the diverse needs of learners.

Constructivist Learning for Inclusive Education

Constructivist learning approaches play a crucial role in promoting inclusive education by addressing the diverse needs of learners. Unlike traditional teacher-centered methods, constructivist pedagogy emphasizes active participation, collaboration, and contextual learning, which can support students from varied socio-economic and cultural backgrounds (Çibukçiu, 2025). In regions like Meghalaya, where diversity in language, culture, and socio-economic conditions is prominent, constructivist approaches can help bridge learning gaps and foster equitable educational opportunities. By encouraging interaction, peer learning, and experiential understanding, these methods enable marginalized learners to actively engage in the learning process, as collaborative and socially interactive environments enhance inclusion and participation among diverse learners (Makwelo et al., 2025). Constructivist learning approaches play a crucial role in promoting inclusive education by addressing the diverse needs of learners. Unlike traditional teacher-centered methods, constructivist pedagogy emphasizes active participation, collaboration, and contextual learning, which can support students from varied socio-economic and cultural backgrounds (Arega & Hunde, 2025). In regions like Meghalaya, where diversity in language, culture, and socio-economic conditions is prominent, constructivist approaches can help bridge learning gaps and foster equitable educational opportunities. Empirical research shows that constructivist learning environments—characterized by student negotiation, interaction, and socio-emotional engagement—are positively associated with inclusive teaching practices and improved participation among diverse learners. By encouraging interaction, peer learning, and experiential understanding, these methods enable marginalized learners to actively engage in the learning process, thereby supporting inclusive and equitable education.



Thematic Literature Review: Constructivist Learning Approaches and Instructional Methods for Inclusive Education

1. Theoretical Foundations of Constructivism

Constructivist learning theory emphasizes that knowledge is actively constructed by learners through interaction with their environment rather than passively received. The theoretical foundations of constructivism are rooted in the works of (Piaget, 1952) and (L. S. Vygotsky, 1978), who highlighted cognitive development and social interaction as central to learning. Contemporary literature further expands this perspective by describing learning as an active, reflective, and collaborative process that evolves through experience and inquiry (Chand, 2024). Recent empirical and theoretical studies reaffirm that constructivist environments promote student engagement, critical thinking, and meaningful learning by encouraging learners to build upon prior knowledge and experiences (Mir et al., 2025). These foundations provide the theoretical base for adopting learner-centered approaches in diverse and inclusive educational settings.

2. Constructivist Instructional Methods

Constructivist theory is operationalized through various instructional methods such as inquiry-based learning, collaborative learning, and problem-based learning. These approaches shift the role of the teacher from knowledge transmitter to facilitator, enabling students to actively participate in the learning process. Research indicates that collaborative and cooperative learning strategies significantly enhance student engagement and participation by promoting interaction and shared knowledge construction (Ngoc Tuong Nguyen & Thi Kim Oanh, 2025). Similarly, inquiry-based learning encourages students to explore, question, and construct understanding through investigation, thereby improving higher-order thinking skills. Moreover, studies on cooperative learning demonstrate that such methods foster active participation, communication skills, and overall well-being among learners, making them particularly effective in diverse classrooms (Southern de Oro Philippines College, Cagayan de Oro City, Philippines et al., 2024). These instructional strategies align closely with constructivist principles and provide practical pathways for implementing inclusive pedagogy.

3. Inclusive Education: Concepts and Principles

Inclusive education is grounded in the principles of equity, diversity, and equal access to learning opportunities for all students, including those with disabilities and marginalized backgrounds. It emphasizes removing barriers to participation and ensuring that all learners can engage meaningfully in the educational process. Scholarly work highlights that inclusive education operates at multiple levels—individual, institutional, and systemic—where mechanisms of inclusion and exclusion are shaped by social and educational structures (Rapp & Corral-Granados, 2024). Additionally, inclusive pedagogy focuses on adapting teaching methods to accommodate diverse learning needs, promoting participation, and fostering a sense of belonging among students. Recent studies also emphasize that inclusive learning environments are not limited to physical access but extend to psychological safety, cultural responsiveness, and collaborative engagement among learners (Boyd et al., 2024).



4. Constructivism in Inclusive Classrooms

The integration of constructivist approaches within inclusive education has been widely recognized as an effective strategy for addressing learner diversity. Constructivist learning environments support inclusion by encouraging active participation, peer interaction, and differentiated learning experiences. Empirical evidence demonstrates a strong positive relationship between constructivist classroom practices and inclusive education outcomes. For instance, a study published in *Frontiers in Education* found that elements such as student negotiation, critical voice, and classroom culture significantly contribute to inclusive learning environments (Çibukçiu, 2025). Similarly, research suggests that constructivist teaching can enhance learning outcomes for underrepresented and marginalized students by fostering engagement and participation (Musundwa, 2025). Collaborative learning, in particular, has been shown to improve motivation and participation among students with learning disabilities, making it a powerful tool for inclusive classrooms (Gal & Ryder, 2025). These findings indicate that constructivist pedagogy not only supports academic achievement but also promotes social inclusion and equity in education.

5. Challenges and Limitations

Despite its advantages, the implementation of constructivist approaches in inclusive education faces several challenges. One major issue is the lack of teacher preparedness and training in applying constructivist instructional methods effectively. Teachers often struggle to manage diverse classrooms while simultaneously facilitating student-centered learning. Additionally, constraints such as large class sizes, limited time, and inadequate resources hinder the effective implementation of collaborative and inquiry-based learning strategies (Paschal et al., 2020). Research also highlights that most studies on constructivist inclusive practices are concentrated at the primary school level, with limited exploration in higher education contexts. Furthermore, contextual challenges such as socio-economic disparities and institutional limitations continue to affect the successful adoption of inclusive constructivist practices. These gaps indicate the need for further research, particularly in diverse and underrepresented educational settings.

Research Gap

The review of existing literature indicates that constructivist learning approaches and instructional methods have been widely studied for their effectiveness in enhancing student engagement and academic achievement. However, several significant gaps remain. First, most studies have primarily focused on school-level education, with limited attention given to higher education contexts, particularly in developing regions. Second, there is a lack of integrated studies that examine the combined relationship between constructivist approaches, instructional methods, and inclusive education outcomes within a single framework.

Additionally, existing research often overlooks the influence of demographic variables such as gender, socio-economic status, and locality, which play a crucial role in shaping learning experiences and outcomes. In the context of Meghalaya, where socio-cultural diversity and educational disparities are prominent, there is a scarcity of empirical research exploring how constructivist pedagogy can support

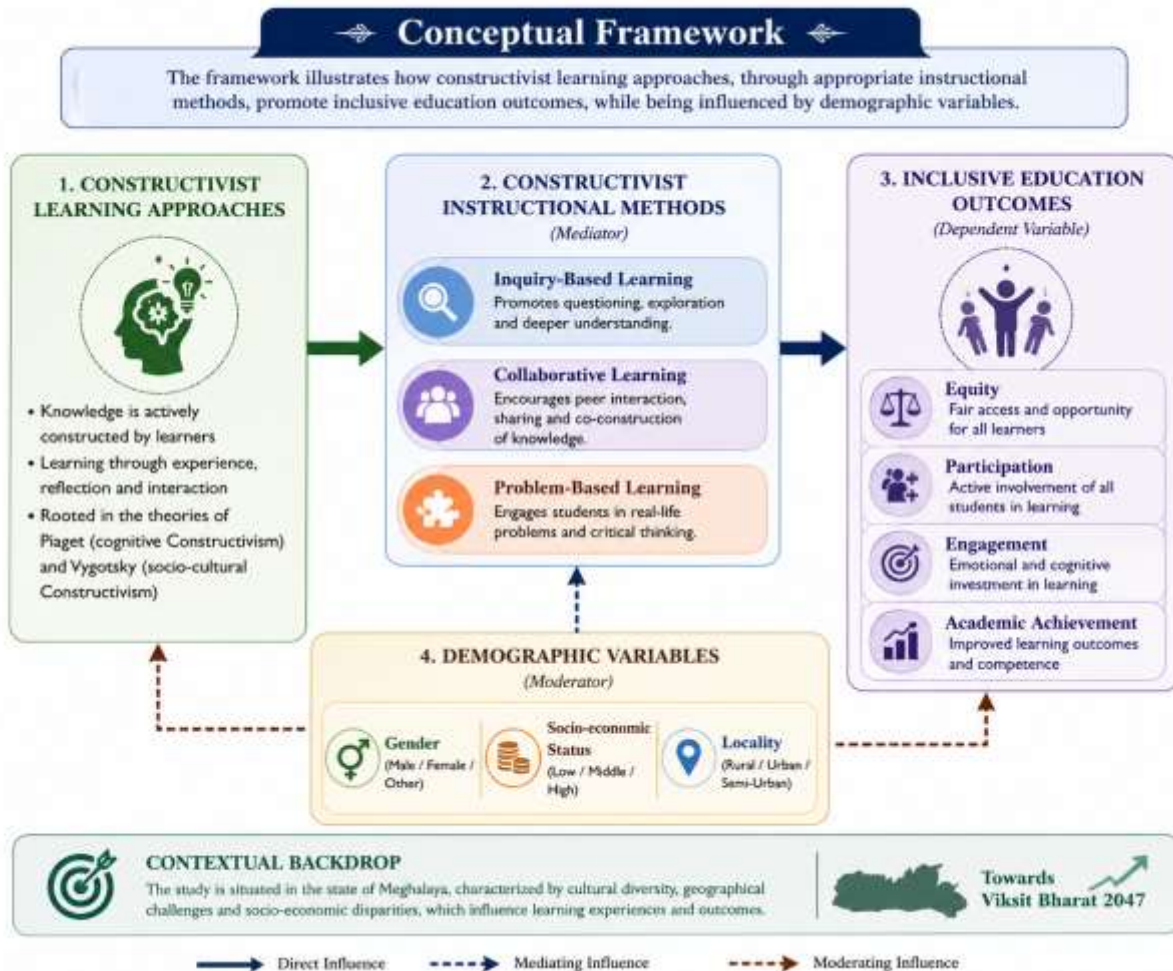


inclusive education. Therefore, this study aims to address these gaps by providing a demographic analysis of constructivist learning approaches and their impact on inclusive education.

Conceptual Framework

The present study is grounded in constructivist learning theory, which emphasizes that knowledge is actively constructed through cognitive engagement and social interaction. Drawing from the theoretical perspectives of Jean Piaget and Lev Vygotsky, the framework positions constructivist learning approaches as the central independent variable influencing inclusive education outcomes. Constructivist instructional methods—such as inquiry-based learning, collaborative learning, and problem-based learning—serve as the key mechanisms through which learning becomes active, participatory, and student-centered. These methods facilitate engagement, critical thinking, and knowledge construction, which are essential for accommodating diverse learners in inclusive classroom settings.

Furthermore, the framework incorporates demographic variables such as gender, socio-economic status, and locality as moderating factors that influence the effectiveness of constructivist approaches. In contexts like Meghalaya, where socio-cultural diversity and educational inequalities are prominent, these variables significantly shape students' access, participation, and learning outcomes. Thus, inclusive education is conceptualized as the dependent variable, reflected through equity, participation, and academic engagement. The framework suggests that while constructivist instructional methods positively contribute to inclusive education, their impact varies across different demographic groups, highlighting the need for context-sensitive and inclusive pedagogical practices.



Significance of the Study

The present study holds significant theoretical, practical, and policy implications. Theoretically, it contributes to the existing body of knowledge by integrating constructivist learning theory with inclusive education and demographic variables, thereby providing a comprehensive framework for understanding learning in diverse contexts. It extends the application of constructivist principles beyond traditional settings by examining their relevance in socio-economically and culturally diverse regions such as Meghalaya.

Practically, the study offers valuable insights for educators, curriculum designers, and policymakers by highlighting the effectiveness of constructivist instructional methods in promoting inclusive and equitable learning environments. The findings can support teachers in adopting context-sensitive pedagogical strategies that address the diverse needs of learners. Furthermore, the study aligns with India's vision of Viksit Bharat 2047 by emphasizing inclusive and quality education as a key driver of national development. It also provides a foundation for future research in underrepresented regions and higher education contexts.



Research Objectives

1. To examine the relationship between constructivist learning approaches and inclusive education outcomes among students.
2. To analyze the effectiveness of constructivist instructional methods (inquiry-based, collaborative, and problem-based learning) in promoting student participation and engagement.
3. To investigate the influence of demographic variables (gender, socio-economic status, and locality) on students' learning experiences in constructivist classrooms.

Research Hypotheses

H1: There is a significant relationship between constructivist learning approaches and inclusive education outcomes among students.

H2: Demographic variables (gender, socio-economic status, and locality) significantly influence students' engagement and participation in constructivist learning environments.

Research Methodology

The present study employs a quantitative descriptive research design to examine the relationship between constructivist learning approaches, instructional methods, and inclusive education outcomes among college-level students in Meghalaya. A sample of 105 students was selected using a simple random sampling technique to ensure equal probability of selection and to minimize sampling bias. Data were collected through a structured questionnaire developed on the basis of constructivist learning theory and inclusive education principles, designed to assess student engagement, participation, and inclusivity. The collected data were analyzed using both descriptive and inferential statistical techniques, including mean, standard deviation, t-test, ANOVA, and correlation analysis.

Data interpretation and Findings

Table 1: Gender Differences in Inclusive Education Outcomes

Variable	t	df	p-value
Classroom inclusion	-0.978	103	.330
Equal participation	-0.491	103	.624
Support for diversity	1.276	103	.205
Expression of ideas	-0.728	103	.468
Teaching effectiveness	-1.502	103	.136



An independent samples t-test was conducted to examine gender differences in inclusive education outcomes among students. The results indicated that there were no statistically significant differences between male and female students across all dimensions of inclusive education. Specifically, no significant differences were observed in classroom inclusion ($t = -0.978, p = .330$), equal participation ($t = -0.491, p = .624$), support for diversity ($t = 1.276, p = .205$), expression of ideas ($t = -0.728, p = .468$), and teaching effectiveness ($t = -1.502, p = .136$). Since all p-values were greater than the significance level of 0.05, the differences in mean scores between male and female students are not statistically meaningful. This suggests that gender does not significantly influence students' engagement, participation, or perception of inclusivity in constructivist learning environments. Therefore, the hypothesis stating that demographic variables (gender) significantly influence students' engagement and participation is not supported in this study.

Table 2: Locality Differences in Inclusive Education Outcomes

Variable	t	df	p-value
Classroom inclusion	0.519	103	.605
Equal participation	0.474	103	.637
Support for diversity	0.842	103	.401
Expression of ideas	1.246	103	.216
Teaching effectiveness	-0.582	103	.562

An independent samples t-test was conducted to examine differences in inclusive education outcomes based on locality (rural and urban students). The results revealed that there were no statistically significant differences between students from rural and urban backgrounds across all dimensions of inclusive education. Specifically, no significant differences were found in classroom inclusion ($t = 0.519, p = .605$), equal participation ($t = 0.474, p = .637$), support for diversity ($t = 0.842, p = .401$), expression of ideas ($t = 1.246, p = .216$), and teaching effectiveness ($t = -0.582, p = .562$). Since all p-values are greater than 0.05, the findings indicate that locality does not significantly influence students' engagement, participation, or perception of inclusivity in constructivist learning environments. Therefore, the hypothesis stating that demographic variables (locality) significantly influence students' engagement and participation is not supported in this study.

**Table 3: School Type Differences in Inclusive Education Outcomes**

Variable	t	df	p-value
Classroom inclusion	-0.261	103	.795
Equal participation	0.141	103	.888
Support for diversity	-1.110	103	.269
Expression of ideas	-0.936	103	.352
Teaching effectiveness	-0.746	103	.457

An independent samples t-test was conducted to examine group differences in inclusive education outcomes. The results indicated that there were no statistically significant differences between the groups across all dimensions of inclusive education. Specifically, no significant differences were observed in classroom inclusion ($t = -0.261$, $p = .795$), equal participation ($t = 0.141$, $p = .888$), support for diversity ($t = -1.110$, $p = .269$), expression of ideas ($t = -0.936$, $p = .352$), and teaching effectiveness ($t = -0.746$, $p = .457$). As all p-values are greater than the significance level of 0.05, the differences in mean scores between the groups are not statistically significant. This indicates that the grouping variable under consideration does not have a meaningful influence on students' engagement, participation, or perception of inclusivity in constructivist learning environments. Therefore, the corresponding hypothesis related to group differences is not supported in this study.

Table 4: One-Way ANOVA for Inclusive Education Outcomes by Parental Education

Source	Sum of Squares	df	Mean Square	F	p-value
Between Groups	0.308	5	0.062	0.577	.717
Within Groups	10.548	99	0.107		
Total	10.856	104			

A one-way analysis of variance (ANOVA) was conducted to examine differences in inclusive education outcomes based on parental educational qualifications. The results indicated that there was no statistically significant difference among the groups, $F(5, 99) = 0.577$, $p = .717$. Since the p-value is greater than 0.05, the differences in mean scores across different levels of parental education are not statistically significant.



This suggests that parental educational qualification does not have a significant influence on students' engagement, participation, and perception of inclusivity in constructivist learning environments. Therefore, the hypothesis related to the influence of socio-economic factors (parental education) is not supported in this study.

Table 5: One-Way ANOVA for Inclusive Education Outcomes by Parental Income

Source	Sum of Squares	df	Mean Square	F	p-value
Between Groups	0.037	3	0.012	0.115	.951
Within Groups	10.819	101	0.107		
Total	10.856	104			

A one-way analysis of variance (ANOVA) was conducted to examine differences in inclusive education outcomes based on parental income levels. The results revealed that there was no statistically significant difference among the groups, $F(3, 101) = 0.115$, $p = .951$. Since the p-value is much greater than the significance level of 0.05, the differences in mean scores across different income groups are not statistically significant.

This indicates that parental income does not have a significant influence on students' engagement, participation, and perception of inclusivity in constructivist learning environments. Therefore, the hypothesis regarding the influence of socio-economic status (income) on inclusive education outcomes is not supported in this study.

Table 6: One-Way ANOVA for Inclusive Education Outcomes by Parental Occupation

Source	Sum of Squares	df	Mean Square	F	p-value
Between Groups	0.397	3	0.132	1.279	.286
Within Groups	10.458	101	0.104		
Total	10.856	104			

A one-way analysis of variance (ANOVA) was conducted to examine differences in inclusive education outcomes based on parental occupation. The results indicated that there was no statistically significant difference among the groups, $F(3, 101) = 1.279$, $p = .286$. Since the p-value exceeds the significance level of 0.05, the differences in mean scores across different occupational groups are not statistically significant. This suggests that parental occupation does not significantly influence students' engagement, participation, or perception of inclusivity in constructivist learning environments. Therefore, the hypothesis regarding the influence of socio-economic factors (parental occupation) on inclusive education outcomes is not supported in this study.

Table 7: Correlation between Constructivist Learning and Inclusive Education Outcomes

Variable	r	p-value
CLA& IEO	-0.055	.580

A Pearson correlation analysis was conducted to examine the relationship between constructivist learning approaches and inclusive education outcomes. The results indicated a very weak negative correlation between the variables ($r = -0.055$), which was not statistically significant ($p = .580$). This suggests that constructivist learning approaches do not have a significant relationship with inclusive education outcomes among students in this study. Therefore, the hypothesis proposing a significant relationship between constructivist learning and inclusive education outcomes is not supported.

Table 8: Regression Analysis Predicting Inclusive Education Outcomes

Predictor	B	SE	β	t	p
Constant	4.221	0.372	—	11.359	.000
Constructivist Learning (CLA_Total)	-0.051	0.092	-0.055	-0.555	.580

A linear regression analysis was conducted to examine whether constructivist learning approaches predict inclusive education outcomes among students. The results indicated that constructivist learning approaches were not a significant predictor of inclusive education outcomes ($\beta = -0.055$, $t = -0.555$, $p = .580$). The regression coefficient was negative but very weak, suggesting that constructivist learning does not meaningfully influence students' engagement, participation, or perceptions of inclusivity. Thus, the regression model was not statistically significant, and the proposed hypothesis is not supported.

DISCUSSION

The present study aimed to examine the relationship between constructivist learning approaches and inclusive education outcomes, along with the influence of demographic variables such as gender, socio-economic status, and locality. The findings revealed that there was no statistically significant relationship between constructivist learning approaches and inclusive education outcomes. This result contrasts with the general understanding in the literature that constructivist pedagogy enhances student engagement, participation, and inclusivity. The findings suggest that the effectiveness of constructivist approaches may be highly dependent on contextual and implementation-related factors, particularly in regions where educational resources and teaching practices vary.



One possible explanation for this outcome is the gap between the theoretical application and practical implementation of constructivist methods. Although constructivist approaches emphasize inquiry-based, collaborative, and problem-based learning, their successful execution requires trained teachers, adequate infrastructure, and supportive classroom environments. In many cases, these conditions may not be sufficiently developed, leading to limited impact on student outcomes. Therefore, even if constructivist principles are introduced, they may not be implemented effectively enough to produce measurable changes in inclusive education.

The study also found that demographic variables, including gender, locality, and socio-economic status, did not significantly influence students' engagement and participation in constructivist learning environments. This finding differs from the common assumption that demographic factors play a major role in shaping educational experiences and access to learning opportunities. However, the absence of significant differences may indicate that when learning environments are relatively uniform, demographic disparities may become less visible in terms of participation and perception. It may also suggest that students, regardless of background, experience similar levels of engagement within the existing classroom structure.

With respect to the objective focusing on instructional methods, the findings indicate that constructivist teaching strategies did not significantly enhance student participation and engagement as expected. This could be due to limited exposure of students to active learning methods or a lack of readiness to adapt to learner-centered approaches. Additionally, traditional teaching practices may still dominate classroom settings, thereby reducing the effectiveness of constructivist strategies.

The results of correlation and regression analysis further confirm that constructivist learning approaches were not significant predictors of inclusive education outcomes. This suggests that other influencing factors, such as teacher effectiveness, classroom climate, institutional support, and availability of learning resources, may have a stronger impact on inclusivity than instructional approach alone. These factors, although important, were not directly examined in the study and may explain the absence of significant findings.

Overall, the findings highlight a gap between theoretical expectations and practical realities. While constructivist learning is widely recognized as an effective approach, its impact on inclusive education depends on how well it is implemented within specific educational contexts. The results emphasize the need for a more comprehensive and context-sensitive approach to understanding inclusive education.

CONCLUSION

The present study examined the role of constructivist learning approaches and instructional methods in promoting inclusive education among students, with particular focus on demographic variables such as gender, socio-economic status, and locality. The findings revealed that constructivist learning approaches did not have a significant relationship with inclusive education outcomes, and demographic variables did not significantly influence student engagement and participation.

These findings indicate that although constructivist pedagogy has strong theoretical importance, its practical impact may be limited without proper implementation and supportive conditions. The results suggest that simply adopting constructivist methods is not sufficient to ensure inclusive education; rather, effective implementation, teacher preparedness, and adequate resources are essential for achieving meaningful outcomes.



The study contributes to the understanding of inclusive education in a higher education context, particularly in a region characterized by socio-cultural diversity. It highlights the importance of considering contextual realities when applying pedagogical approaches and underscores the need for more comprehensive strategies that go beyond instructional methods alone.

In conclusion, the study emphasizes that inclusive education requires a **holistic approach**, incorporating not only teaching methods but also institutional support, infrastructure, and teacher training. Future research should explore additional factors that influence inclusive learning environments to better understand how educational practices can be improved. The findings also provide valuable insights for educators and policymakers in designing more effective and context-sensitive educational strategies.

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