

Relationship of Inclusive Learning Environment on Academic Achievement of Grade 1 Learners in Selected Elementary Schools in Lucena East District, Division of Lucena City

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Abstract. This study investigated the relationship between the learning environment and academic achievement of Grade 1 learners at selected schools in the Lucena East District of Lucena City, with a focus on educational administration and inclusive education. It examined how characteristics of inclusion, including classroom layout, teacher-student interaction, and the availability of learning tools, affect young learners' academic achievement in the Philippine primary school setting. Data were collected using a descriptive-correlational design, including survey checklists, interviews, and analysis of grade point average across five learning domains: Language, Reading and Literacy, Mathematics, Makabansa, and Good Manners and Right Conduct (GMRC). The results showed that the learning environment was generally inclusive, particularly in teacher interaction, classroom management, and seating arrangements, but learning resources were only moderately inclusive, indicating that instructional and assistive materials could be further improved. Students performed satisfactorily to very satisfactorily across subjects, and the correlation analysis revealed no significant relationship between inclusiveness and academic achievement, implying that while inclusivity promotes engagement, confidence, and a sense of belonging, it does not solely determine academic success. The study emphasizes the importance of continually improving inclusive educational practices and ensuring equitable access to learning materials to foster the holistic development of all students and maintain a supportive, inclusive school climate conducive to lifelong learning.

Introduction

The early years of formal education constitute a pivotal period in a child's academic, social, and emotional development. Grade 1 is a significant period for students, as it marks the transition from informal learning to more formal academic expectations. At this point, students begin to develop important skills in reading, writing, mathematics, and social and emotional areas that will support their future learning. As a result, the quality of the learning environment during this period significantly affects students' perceptions of school, their motivation to learn, and their overall performance.

The way the classroom is set up has a significant impact on how young students perceive learning and themselves as learners. The learning environment affects students' self-esteem, sense of belonging, engagement, willingness to participate in classroom activities, and academic performance. A well-planned and supportive classroom can foster students' curiosity, collaboration, and self-esteem. On the other hand, a poorly designed or unhelpful classroom can make students anxious, uninterested, and unable to learn.

The idea of an inclusive learning environment has become a key component in fostering fairness, access, and excellence in education as schools work to provide all students with high-quality instruction. An inclusive learning environment recognizes, values, and addresses the many backgrounds, skills, learning styles, and needs of students. Instead of a "one-size-fits-all" approach, inclusive education emphasizes flexibility in teaching, assessment, and classroom organization to ensure that all students have equal opportunities to succeed.

A good learning environment has strong relationships between teachers and students, students working together, easy-to-reach physical locations, flexible seating arrangements, effective classroom management, and appropriate teaching resources. In inclusive classrooms, diversity is recognized as a strength that fosters students' empathy, collaboration, and mutual respect.

Developmental and educational theories also highlight the importance of the learning environment. Jean Piaget's constructivist theory asserts that children actively construct knowledge through their interactions with their environment, underscoring the need for learning environments that are developmentally appropriate, engaging, and sensitive to learners' experiences. Likewise, Vygotsky's social development theory underscores the importance of social interaction and guided learning, positing that substantial teacher-student and peer interactions within a supportive environment are crucial for cognitive development. All these theoretical perspectives agree that the classroom is not just a physical location but also a dynamic environment that shapes how students learn and what they learn.

Empirical research shows a strong link between the learning environment and academic success, especially for young learners. Studies show that well-organized classrooms with supportive emotional climates, sufficient learning materials, and effective teaching methods lead to greater student interest, motivation, and academic success (Zhao & Zhang, 2021). On the other hand, overcrowded classrooms, limited resources, or a negative atmosphere have been linked to fewer learning opportunities and lower academic performance (Smith & Taylor, 2023). These findings underscore the need of investigating environmental factors as critical predictors of educational performance.

Recent international studies substantiate this assertion. Taylor et al. (2021) found that students' evaluations of their school environment are strongly correlated with academic achievement, even after controlling for socioeconomic status and school attendance. Their research underscored that school-related variables, such as students' perceived autonomy over their learning environment and their degree of classroom engagement, are essential in shaping academic performance. Roorda et al. (2023) also found a strong link between a healthy classroom climate and better academic achievement among public school students. This demonstrates the importance of supportive learning environments across all types of schools. National policies and laws in the Philippines strongly support the goal of ensuring universal access to high-quality education. The Enhanced Basic Education Act of 2013, also known as Republic Act No. 10533, emphasizes student-centered, age-appropriate, and inclusive teaching methods. The Inclusive Education for Learners with Disabilities Act of 2022 (Republic Act No. 11650) requires schools to provide inclusive education that meets the needs of all students, particularly those in early childhood and basic education. These rules recognize that ensuring all students have equal opportunities to learn requires a welcoming, supportive environment.

Although these laws have been enacted, many public elementary schools still struggle to create and maintain inclusive learning environments. Limited resources, large class sizes, teachers' inadequate training in inclusive practices, and insufficient physical space can reduce the effectiveness of implementation. These problems are especially evident in classrooms serving younger students, who require more one-on-one attention, appropriate instructional resources, and a conducive learning environment. As a result, differences in learning outcomes persist, underscoring the need for context-specific research to better understand how learning environments affect students' academic achievement.

Grade 1 learners need to understand how the learning environment affects their academic success because this is a critical period for their educational development. Research indicates that environmental factors, including classroom layout, teacher-student interactions, access to educational materials, and emotional climate, significantly affect young learners' academic achievement and overall adaptation to school (García & Weiss, 2020). There is extensive research on learning environments in other countries, but few studies examine early-grade learners in unique Philippine settings.

In the Lucena East District, Division of Lucena City, there is limited scientific information on the impact of inclusive learning environments on the academic performance of Grade 1 learners. Because schools in this district have varying resources, classroom environments, and student populations, it is important to conduct district-specific research to support school-based interventions and policy decisions. Addressing this research gap would provide teachers, school leaders, and policymakers with useful information to improve conditions for young students in the classroom and beyond.

With this, this study examined the influence of an inclusive learning environment on the academic performance of Grade 1 learners in selected elementary schools within the Lucena East District. It aimed to look at important environmental factors such as the structure of the classroom, the arrangement of the seats, the relationships between teachers and students, the management of the classroom, the physical amenities, and the availability of learning materials. Additionally, the study hoped to provide evidence-based recommendations to improve classroom practices and support learners' holistic development by identifying the key elements of the learning environment that most strongly influence students' academic performance.

Ultimately, schools can better support Grade 1 students in performing well, developing a positive attitude toward learning, and building a strong foundation for lifelong learning by making learning environments more inclusive.

Methodology

Research Design

This research employed a descriptive-correlational design to examine how the learning environment affected Grade 1 learners' academic performance. A descriptive design was appropriate because it enabled the researcher to detail and examine the learning environment with respect to physical classroom layout, seating configuration, teacher–student engagement, accessibility of learning materials, and classroom management and discipline (Creswell & Creswell, 2020). Additionally, the correlational component of the study examined whether there was a significant relationship between learning environment variables and the academic success of Grade 1 learners (Fraenkel, Wallen, & Hyun, 2021).

Research Locale

This study was conducted in the Lucena East District, Division of Lucena City, specifically at Lucena East I, II, III, IV, V, VI, VII, VIII, IX Elementary Schools. These schools were selected as the research site for several key reasons.

First, administrators and teachers actively participate in educational assessment and development programs, such as Early Language Literacy and Numeracy (ELLN) and the Comprehensive Rapid Literacy Assessment (CRLA), which help classify learners' abilities and determine appropriate interventions for each student. The Lucena East District has demonstrated a strong commitment to research-based studies, making it an ideal location to assess how the learning environment affects the academic performance of Grade 1 learners.

Second, several schools in the district reported challenges related to the learning environment, including disparities in classroom management techniques, teacher–student interaction, and the availability of sufficient learning materials. Since these factors directly affect academic achievement and student engagement, it was essential to systematically evaluate their relationship.

Furthermore, differences in the academic performance of Grade 1 learners had been observed. Language, Reading and Literacy, Mathematics, Makabansa, and Good Manners and Right Conduct (GMRC) were among the core subjects in which some pupils struggle. These difficulties may have been related to the school environment. The study then aimed to identify these issues to propose strategic solutions to enhance the learning environment and improve student outcomes.

Lastly, the Lucena East District represented a mixed urban–rural educational setting, in which schools face both advantages and challenges in instructional methods and educational resources. Analyzing this area provided valuable insights that could inform educational improvements in similar contexts.

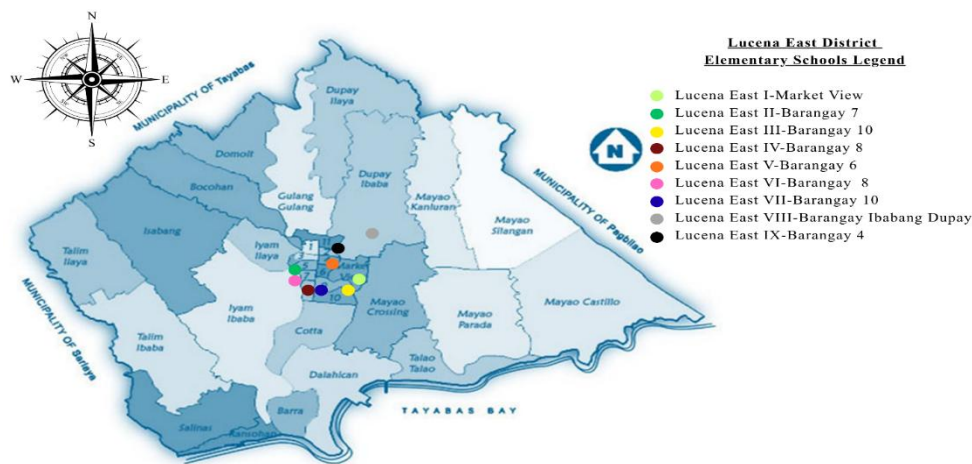


Figure 6. Map of Lucena City

Research Population and Sample

The participants in the study were Grade 1 learners and teachers from Lucena East I, II, III, IV, V, VI, VII, VIII, and IX Elementary Schools in the Division of Lucena City. A purposive selection of these schools, chosen for their varied learning environments, enabled a more thorough examination of how classroom settings affect academic performance. Purposive sampling was employed, taking into account participants' willingness and school accessibility.

Learners currently enrolled in Grade 1 and with academic records in core subjects were included, as were teachers responsible for Grade 1 classes who agreed to participate in the survey. Teachers not assigned to Grade 1 and pupils without complete records were excluded.

A stratified random sampling technique was used to ensure equitable participation from all schools. Schools were categorized into several strata based on variables such as school size and the availability of educational resources. To maintain statistical validity, a proportionate number of Grade 1 teachers were randomly selected from each school.

To determine the optimal number of learner respondents, Cochran's formula was used to ensure a statistically valid and representative sample. Among the 846 Grade 1 learners in Lucena East I-IX elementary schools, a sample of approximately 265 learners was calculated at a 95% confidence level with a 5% margin of error. Cochran's formula is widely used in quantitative research, particularly in studies involving large populations, as it enables researchers to generalize findings while maintaining statistical accuracy and reliability.

To ensure fair representation, the 265 learner-respondents were distributed proportionally across the nine schools according to Grade 1 enrollment. Simultaneously, 30 Grade 1 teachers were selected based on their initial distribution across schools. This sampling method ensured that both teachers' and pupils' perspectives from different classroom settings were adequately represented, providing a solid foundation for examining how the inclusive learning environment influenced academic performance in the Lucena East District across various learning situations.

Table 1 shows the distribution of the group of respondents from each elementary school.

School	Total number of grade 1 teachers	Number of teacher-respondents	Total number of learners	Number of learner-respondents
Lucena East I Elementary School	10	9	261	82
Lucena East II Elementary School	3	3	60	19
Lucena East III Elementary School	4	4	102	32
Lucena East IV Elementary School	2	2	36	11
Lucena East V Elementary School	2	2	47	15
Lucena East VI Elementary School	2	2	32	10
Lucena East VII Elementary School	4	4	120	38
Lucena East VIII Elementary School	6	5	167	42
Lucena East IX Elementary School	1	1	21	7
Grand Total	34	32	846	256

Table 1. Respondents of the Study

By using this selection strategy, the study ensured the inclusion of a representative, diverse sample of educators from various learning contexts, thereby providing valuable insights into the relationship between student academic achievement and the learning environment.

Research Instrument

A survey questionnaire was used as the primary research instrument to evaluate components of the learning environment and their relationship with Grade 1 learners' academic performance. The questionnaire consisted of four sections. The first section focused on the physical classroom layout, examining elements such as lighting, ventilation, seating arrangement, and general classroom organization. The second section assessed teacher-student interaction, including the effectiveness

of communication, student participation, and the level of teacher support. The third section evaluated the availability of learning resources, such as textbooks, instructional materials, and digital learning aids. Lastly, the fourth section examined classroom management, including the implementation of rules, behavioral expectations, and reinforcement techniques.

A rigorous validation process was employed to ensure that the questionnaire was clear, relevant, and appropriate for the participants. Experts, including teachers and specialists in early childhood education, inclusive education, and educational measurement, reviewed the content for accuracy. Each question was examined to ensure clarity, appropriateness for Grade 1 learners, and alignment with DepEd’s criteria for inclusive education. The validators provided feedback and suggestions that were incorporated to improve the phrasing, structure, and relevance of each item.

Before the research tool was fully implemented, a pilot test was conducted with a group of Grade 1 learners and teachers who were not part of the main study population. The purpose of this step was to verify that the survey questions were clear, appropriate, and reliable for measuring the inclusivity of the learning environment from the learners’ perspective. Pilot testing ensured that the questionnaire’s wording and structure were suitable for children and easy to understand. Feedback from the pilot group, together with observations made during administration, led to improvements in the phrasing and presentation of the items. Cronbach’s Alpha was used to assess internal consistency in the pilot test results, indicating that the tool accurately measured the intended components. Modifications were made based on the pilot test results before the final version of the questionnaire was administered

The survey questionnaire emphasized key aspects of inclusive education, including classroom setup, seating arrangements, teacher–student interactions, access to learning resources, and classroom management, to assess the inclusivity of the learning environment. The respondents responded using a Four-Point Likert scale to indicate their level of agreement with statements about the inclusivity of the learning environment. Statistical analyses were then conducted to assess the strength of the relationship between various components of the learning environment and Grade 1 learners' academic performance, using both survey responses and learners’ test scores. Table 2 presents the scoring scale, the corresponding verbal interpretation, qualitative description, and competency percentage.

Scale	Range	Verbal interpretation	Qualitative description	Competency percentage equivalent
5	4.21 – 5.00	Very Highly Inclusive	This factor plays a critical role in shaping students’ academic performance and engagement. A well-managed and inclusive learning environment consistently leads to outstanding educational outcomes.	90% - 100% (Excellent)
4	3.41 – 4.20	Highly Inclusive	This factor significantly contributes to student achievement by ensuring a positive, structured learning experience that enhances academic performance.	80% - 89% (Very Satisfactory)
3	2.61 – 3.40	Moderately Inclusive	This factor has a noticeable but moderate impact on learning. While it contributes to student success, other factors may also influence academic achievement.	70% - 79% (Satisfactory)
2	1.81 – 2.60	Less Inclusive	This factor has a minimal effect on student performance. It exists within the learning environment but does not strongly impact academic success or engagement.	60% - 69% (Needs Improvement)
1	1.00 – 1.80	Not Inclusive	This factor does not contribute to student achievement or engagement, indicating that it is irrelevant to shaping the learning environment and academic performance.	Below 60% (Poor)

Note: For Part II (Level of Inclusiveness), responses were measured using a Five-Point Likert scale

Table 2. Likert Scale Used in the Study

Data Gathering Procedure

The data collection process for this study followed a systematic approach to ensure accuracy and reliability. The study was conducted over five months, from July to October 2025.

In July, the administration and relevant authorities of the selected elementary schools in the Lucena East District were requested to grant permission for the study. Following approval, the researcher collaborated with educators and school staff to distribute the survey questionnaires.

August was designated for administering the instrument to evaluate physical classroom design, seating arrangements, teacher–student interactions, availability of learning resources, and classroom management. Before distributing the survey questionnaire to both teachers and learners, the researcher explained the study's purpose and the questionnaire's structure and assured respondents that they could withdraw at any time without consequences. Teachers were given sufficient time (approximately 30 to 45 minutes) to complete the instrument in a quiet environment, such as a faculty room or conference room, free from distractions. Meanwhile, the survey questionnaire for Grade 1 learners was administered through a guided, spoken process. Because the students did not read well, the researcher read each survey item aloud in basic, child-friendly English. The mother tongue was used as needed to ensure that everyone understood. Smiley faces and symbols were used as visual clues to show the different choices. Learners were instructed to provide their responses independently, without prompting or interference from the researcher. This method ensured that learners' perceptions were accurately represented while adhering to ethical guidelines and ensuring the data were genuine. Responses were kept confidential by coding the questionnaires and avoiding the collection of personal identifiers. All completed instruments were collected immediately and securely stored for subsequent data processing.

Moreover, recorded scores of Grades 1 learners in Language, Reading, Literacy, Mathematics, Makabansa, and GMRC were obtained from teachers and official school records to assess academic performance.

By September, the responses were coded, organized, and prepared for statistical analysis. To examine the relationship between the learning environment and the academic performance of Grade 1 learners, the data were analyzed using appropriate statistical methods, such as the Pearson correlation coefficient. Throughout the data collection process, confidentiality and ethical guidelines were strictly observed, ensuring that all responses remained anonymous and were used solely for research purposes.

Statistical Treatment of Data

The data collected in this study were analyzed using appropriate statistical methods to evaluate the quality of the learning environment and its relationship to the academic achievement of Grade 1 learners in selected elementary schools within the Lucena East District, Division of Lucena City. Descriptive statistics, such as mean and standard deviation, were used to summarize and analyze feedback from teachers and learners on the inclusive learning environment with respect to physical classroom layout, seating arrangements, teacher–student engagement, access to learning materials, and classroom management and discipline. The mean indicated participants' overall perception of these factors, while the standard deviation quantified the variation in responses. Additionally, frequency and percentage were used to present the distribution of categorical data, ensuring a comprehensive analysis of the survey results.

To address Statement of the Problem 1, which aimed to assess the inclusive learning environment in the selected elementary schools as perceived by teachers and pupils, the data were evaluated using a Five-Point Likert Scale. The mean scores were interpreted as follows: 4.21 to 5.00 (*very high level*), indicating a strong presence of the element in the educational setting; 3.41 to 4.20 (*high level*), denoting a significant contribution of the element to student learning; 2.61 to 3.40 (*moderate level*), representing an average effect; 1.81 to 2.60 (*low level*), indicating a slight influence; and 1.00 to 1.80 (*very low level*), suggesting that the element was almost absent in the educational setting.

Scale	Range	Verbal Interpretation	Qualitative Description	Competency Percentage Equivalent
5	4.21 – 5.00	Very Highly Inclusive	This factor plays a critical role in shaping students' academic performance and engagement. A well-managed and inclusive learning environment consistently leads to outstanding educational outcomes.	90% - 100% (Excellent)

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1	1.00 – 1.80	Not Inclusive	This factor does not contribute to student achievement or engagement, indicating that it is irrelevant to shaping the learning environment and academic performance.	Below 60% (Poor)

Note: For Part II (Level of Inclusiveness), responses were measured using a Five-Point Likert Scale

Table 3. Five-Point Likert Scale Used to Assess Inclusive Learning Environment

For Statement of the Problem 2, which aimed to evaluate the academic performance of Grade 1 learners based on the results of their core subjects such as Language, Reading and Literacy, Mathematics, Makabansa, and GMRC, the mean scores of student grades were calculated. These scores were categorized according to the grading scale established by the Department of Education, which defines student performance as: 90%–100% (*outstanding*), 85%–89% (*very satisfactory*), 80%–84% (*satisfactory*), 75%–79% (*fairly satisfactory*), and below 75% (*did not meet expectations*). This statistical analysis provided insights into the overall academic proficiency of Grade 1 learners in their core subjects.

For Statement of the Problem 3, which examined the relationship between inclusive learning environments and the academic success of Grade 1 learners, inferential statistical techniques were employed. The Pearson correlation coefficient (*r*) was used to assess the strength and significance of the relationship between the five components of the learning environment (physical classroom layout, seating arrangement, teacher–student engagement, access to learning resources, and classroom management) and students’ academic outcomes. A correlation coefficient near +1 or -1 indicated a strong relationship, whereas a value close to 0 suggested minimal or no correlation. If a significant relationship was identified, additional regression analysis was conducted to determine which specific learning-environment factors had the greatest impact on student achievement.

Ethical Considerations

This study prioritized the safety, rights, and privacy of all participants. Before participating, each subject was informed of the study’s purpose and asked to provide consent. Participants were free to withdraw or cease participation at any time without penalty. All responses were kept confidential and used solely for this research. Information was securely stored and was not shared with anyone outside the study. The study adhered to ethical guidelines to ensure that participants were treated with dignity and care.

The study took accountability seriously, ensuring that participants’ rights, safety, and privacy were protected at all times. Prior to participation, participants were informed about the study’s objectives, procedures, and any potential risks, which were considered minimal. Such risks could include minor discomfort when answering certain questions or the need for additional time to complete the activity. To address this, participation was entirely voluntary, and participants could skip any question or withdraw from the study at any time without penalty.

Personal information and responses were kept strictly confidential and used only for the purposes of this research. Data were securely stored and were not shared with anyone outside the study. To ensure the proper safeguarding of information, the researcher adhered to established ethical standards and the Data Privacy Act of 2012 (RA 10173).

By identifying potential risks, prioritizing participants' welfare, and adhering to ethical standards and institutional regulations, this study demonstrated its commitment to accountability, fairness, and respect for all participants.

Results and Discussion

The study aimed to assess the impact of an inclusive learning environment on the academic performance of Grade 1 learners in selected primary schools in the Lucena East District, Schools Division of Lucena City. Specifically, it sought to: (1) assess the degree of inclusiveness in the learning environment as perceived by both teachers and students, considering physical classroom configuration, seating arrangements, teacher–student interaction, access to learning resources, and classroom management and discipline; (2) evaluate the academic performance of Grade 1 learners in Language, Reading and Literacy, Mathematics, Makabansa, and Good Manners and Right Conduct (GMRC); (3) examine the significant relationship between the level of inclusiveness in the learning environment and academic performance; and (4) propose an intervention program to enhance educational outcomes through an inclusive learning environment. The study employed a descriptive–correlational design, involving 32 teachers and 256 Grade 1 learners as respondents. A standardized questionnaire was used to assess the inclusivity of the learning environment, and students' academic performance was measured by their grades in core subjects. Data were analyzed using frequency, percentage, weighted mean, and Pearson's r for correlation analysis.

Summary of Findings

This section presents the key findings of the study, focusing on classroom inclusiveness and Grade 1 learners' academic performance. It highlights the relationship between these variables and serves as the basis for the proposed intervention program.

The level of inclusiveness in the learning environment, as perceived by the Grade 1 learners and teachers is:

- 1.1 4.28 (*Very Highly Inclusive*) in terms of physical classroom setup;
- 1.2 4.43 (*Very Highly Inclusive*) in terms of seating arrangement;
- 1.3 4.72 (*Very Highly Inclusive*) in terms of teacher–learner interaction;
- 1.4 3.81 (*Highly Inclusive*) in terms of availability of learning resources; and
- 1.5 4.64 (*Very Highly Inclusive*) in terms of classroom management and discipline.

The level of academic achievement of Grade 1 learners based on their performance is:

- 2.1 84 (*Satisfactory*) in Language;
- 2.2 84 (*Satisfactory*) in Reading and Literacy;
- 2.3 84 (*Satisfactory*) in Mathematics;
- 2.4 84 (*Satisfactory*) in Makabansa; and
- 2.5 84 (*Satisfactory*) in Good Manners and Right Conduct(GMRC).

The Pearson correlation analysis revealed no significant relationship between the level of classroom inclusiveness and learners' academic achievement.

Based on the findings of the study, an intervention program titled “The Inclusive Learning Environment Enhancement Program (ILEEP)” is proposed. The program aims to improve academic achievement by strengthening inclusive classroom practices through improved access to instructional materials, technology-based resources, and assistive learning tools.

Conclusion and Recommendations

This study examined the relationship between the inclusiveness of the learning environment and the academic achievement of Grade 1 learners in selected elementary schools in the Lucena East District, Schools Division of Lucena City. Findings showed that the learning environment is highly inclusive, particularly in teacher–learner interaction, classroom management, seating arrangements, and physical setup. Learners also demonstrated satisfactory academic performance across learning areas. However, statistical analysis revealed no significant association between the inclusiveness of the learning environment and academic achievement. Specifically, the study was guided by the null hypothesis (H_0) that there is no significant relationship between the identified learning environment factors and Grade 1 learners' academic achievement. Based on the findings, the null hypothesis (H_0) is accepted, indicating no significant relationship between these variables.

Recommendations

Based on the conclusions of the study, the researcher proposed the following recommendations:

1. The study revealed that Grade 1 learners and teachers rated the physical classroom setup (4.28) and seating arrangement (4.43) as very highly inclusive, underscoring the critical role of the Department of Education School Administrators in continuously improving classroom conditions by ensuring they are well-lit, properly ventilated, easily accessible, and adequately supported with funding for facility upgrades and instructional materials.
2. The study revealed that teacher-learner interaction was rated very highly inclusive at 4.72, highlighting the essential role of teachers in implementing differentiated instruction and inclusive teaching strategies that cater to the diverse learning needs of their students. By strengthening classroom management and fostering strong teacher-student relationships, teachers can create a more engaging, orderly, and inclusive learning environment that supports both academic achievement and holistic development.
3. The findings indicated that the availability of learning resources was rated 3.81 (*highly inclusive*) and classroom management and discipline 4.64 (*very highly inclusive*), suggesting that parents' and stakeholders' involvement, though not directly assessed in this study, plays a crucial role in further supporting and strengthening efforts to cultivate inclusive learning environments.
4. The findings revealed that Grade 1 learners perceived the learning environment as very highly inclusive overall, with ratings ranging from 3.81 to 4.72 across physical setup, seating arrangement, teacher-learner interaction, learning resources, and classroom management, while their academic performance was generally satisfactory across core subjects, emphasizing the importance for future researchers to conduct mixed-method or longitudinal studies to examine the long-term effects of inclusive learning environments on student performance and motivation, as well as explore additional factors such as family involvement, socioeconomic status, and leadership practices that may influence academic achievement and engagement.

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The Researcher

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Competing Interests Statement

The researcher acknowledged a potential conflict of interest because the study was conducted in the same district where she was employed as a teacher. To address this, the researcher ensured that data collection, analysis, and interpretation were conducted objectively, without personal bias or influence. All responses from participants were kept confidential and used solely for research purposes. To further uphold integrity, the researcher consulted regularly with the research adviser and adhered to all ethical guidelines established by the institution.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.