

Special Education & Gender Justice: Examining Inclusive Educational Opportunities for Girls with Disabilities

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HOW TO CITE:

Paridhi Chaudhary (2026). Special Education & Gender Justice: Examining Inclusive Educational Opportunities for Girls with Disabilities. International Journal of Special Education, 41(2s), 297-309.

ABSTRACT:

Education is a basic human right, as well as a key element in providing a mechanism towards achieving equality, empowerment and social justice. Although much focus has been placed on inclusive education and gender equity globally, girls with disabilities continue to experience a host of forms of discrimination throughout schooling. Based on all these observations, the current paper discusses inclusive educational resources for girls with disabilities and addresses the role of special education in promoting gender justice. This study uses an analytical- empirical research design with 213 participants (teachers, families, specialised teachers, counselors, and school administrators). Data were gathered using an elaborate questionnaire and statistical analysis including percentage, weighted mean, Chi-square test, correlation, regression, ANOVA and factor analysis. The study concludes that lack of infrastructure, institutional social stigma, untrained teachers, insufficient policy and financial resources impact significantly on the educational participation of girls with disabilities. In terms of inclusive educational practices, gender-sensitive pedagogy, family support, and assistive technologies, the study points out that such types of inclusive educational education promote school retention, academic achievement, confidence, and social participation. Only when educational institutions and communities work together to build accessible, equitable education systems through government, family, community and government to help girls with disabilities achieve gender justice can inclusive education become such a forceful instrument.

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Keywords: Special Education, Gender Justice, Inclusive Education, Opportunities, Girls with Disabilities.

Introduction

Inclusive Education is one of the most important policies that has been adopted to deliver education for all learners, regardless of physical, intellectual, social, emotional, linguistic, and gender differences on an educational level. Inclusive

Education is a concept of enabling and providing equity, participation and dignity in the mainstream education system (M, A. M., et.al., 2021). Yet, regardless of the multiple international agreements and national educational adjustments, girls with

disabilities still rank among the most educationally marginalized populations globally.

Gender justice in Education is the creation of a learning environment where all learners have equal rights, opportunities, participation, and outcomes not constrained by gender. When disability meets gender discrimination, girls often face double discrimination (Pragya, S., et.al., 2021). Other aspects limiting their attendance are social stereotypes, patriarchal views, safety anxiety, financial dependence, inaccessible school environment, and lack of institutional support. (Especially in developing countries, families tend to favor the schooling of boys over girls; these discrepancies are worsened so when girls are subjected to physical, sensory or intellectual disabilities.) These girls commonly face transportation challenges, unfitting infrastructure, limited assistive technology, social exclusion, bullying, unpreparedness for education by teachers, and insufficient educational modifications (M., N. K., 2017). Accordingly, many girls with disabilities stay out of school or leave school at an early level of schooling.

The Right to Education Act, Rights of Persons with Disabilities Act 2016 and National Education Policy 2020, are a few of the legislative and policy initiatives that the Government of India has taken to promote inclusive education (Biswas, S., et.al., 2016). Yet, execution gaps still exist at the institutional and community level. Hence, the current study focuses on measuring inclusive educational experiences for girls with disabilities and assesses the contribution of Special Education with respect to gender equity and equality of education.

Review of Literature

UNESCO (2020) stated that inclusive education is a fundamental human right and an essential component for achieving educational equity and social justice across nations. The report emphasized the numerous problems with the infrastructure of schools for children with disabilities, the need for assistive technologies, the shortfall of trained teachers, and the existing prejudices in society. It added that girls with

disabilities rank as one of the most marginalized groups in educational systems because of the intersection of gender inequality and disability discrimination. At UNESCO, it was stated that inclusive policies, equitable curriculum design, and teacher sensitization programs should be adopted in promoting greater educational participation. Community involvement and the support of their parents were also cited as key elements when it comes to increasing the rates of school retention, said the study. The study also recommended reinforcing monitoring mechanisms and policy implementation frameworks. The study came together to conclude that inclusive education makes an important contribution to sustainable social and economic development. In 2021 UNICEF emphasized “Girls with disabilities face more barriers related to education than boys with disabilities due to entrenched gender stereotypes, cultural restraints, poverty, and social exclusion.” A recent report found that unsafe schools, inadequate sanitation facilities, and poor family support prevent the schooling of many girls with disabilities. It was stressed that self-esteem, employment opportunities, and long-term social participation among disabled girls will be lessened when girls with disabilities are excluded from education. Also, UNICEF said that inclusive schooling programs must be rooted in educational system infrastructure reflecting gender sensitivity, access to transportation, and learning materials specially designed to satisfy a specific learner’s gender. It also emphasized the need for teacher training programs in inclusive disability education and gender equity. It urged cooperation between government, schools, and communities for closing education gaps. The research results confirmed that empowering education for girls with disabilities could be a key factor towards social inclusion and national development.

Sharma and Deppeler (2020), investigated teachers’ attitudes and inclusive pedagogies and the effect on academic achievement of disabled learners. Positive teacher perceptions of inclusion influence greatly students’ in-class participation, academic performance, and emotional well-being of disabled participants. Poor teacher preparation and insufficient professional development programs are

cited as preventing successful inclusion. It highlights that using cooperative instructional style, differentiated instruction, and flexible assessment enhance learning for students with different learning needs. It also said institutional backing and administrative commitment are important for maintaining inclusive educational settings. The research also found that parent and peer support contribute to a supportive environment in the classroom. The results of the current study confirmed that teacher preparedness still plays a very important role as a factor in promoting inclusive education.

According to the UNESCO India Report (2019), the UNESCO India Report has highlighted some key structural and social barriers behind the high dropout rates in girls with disabilities in India. Inaccessible school buildings, absence of ramps and assistive facilities, transportation, and financial constraints deter regular school attendance, the report noted. That said, social stigma, gender discrimination, and negative societal attitudes have a major influence, negatively impacting students' educational opportunities. The report focused on poor educational infrastructure and lack of knowledge of disability rights in rural areas that pose more challenges. It also recommended specific shifts in policies aimed at bolstering inclusive educational practices and promoting equal opportunities for learning. The report recommended increased government investment in accessible infrastructure and specialized educational resources. The results showed that the accessibility of educational resources is a key factor determining the education disadvantages of girls with disabilities in India. Investment in inclusive education, said World Bank (2022), produces long-term social and economic dividends for girls with disabilities. Education access also improves the quality of life, financial stability, social participation, and employability of disabled individuals, and it is recommended that education should be given in a way that leads to good prospects and is inclusive. It emphasized that exclusion from education also contributes to poverty, unemployment, and social marginalization. And the study also demonstrated that inclusive educational policies increase national productivity and facilitate sustainable economic

development. Access to learning spaces, digital technologies, as well as inclusive pedagogy are considered essential to strengthen participation in education according to the report. It also encouraged enhancing financial assistance programs and scholarships for disabled girls in economically weak sections. Results: We found that inclusive education contributes to social empowerment and economic growth.

Morley and Croft (2021), explored gender inclusion and the relation between inclusion and disability-sensitive education in higher and school education systems. The study concluded by presenting a comprehensive review, it suggested that educational inclusion comes with changes in institutions, pedagogy, flexible curriculum models, and the active involvement of families. By no means does inclusive education work if structural inequalities and social prejudices are not fixed at the same time within schools, the authors argued. The study revealed that disabled girls often have low self-confidence and social exclusion because of discriminatory attitudes in educational institutions. It underscored that leadership support and policy responsiveness were necessary to improve inclusion practices and highlighted the role of leadership involvement and policy accountability in the development of inclusionary measures. Strengthening teacher training, peer-based mentoring, and psychosocial supports for disabled students were indicated by the study. The results confirmed that inclusive education leads to social justice and equal opportunity in education.

OECD (2020) The fact that the OECD report on inclusion has a positive impact on students with disabilities is reflected in the report on school system-based academic achievement and social-emotional well-being among students with disabilities. The importance of equitable access to learning, particularly where it enhances confidence, communication, and independent living skills among disabled children, was highlighted in the article. It made the additional point that inclusive classroom environments foster diversity, empathy, and collaborative learning among students. Teacher competency, easy access to educational infrastructure, and policy support were identified in

the study as significant determinants of successful inclusion. They also emphasized that schools and other educational establishments should focus on flexible teaching methods and personalized learning solutions based on diverse student needs. The report also advocated for ongoing professional development programs for teachers to cultivate inclusive pedagogical skills. These findings suggested that inclusive education systems foster long-term benefits benefiting individuals and society.

According to UNESCO GEM Report (2024), education inclusion and gender equality are interconnected dimensions of sustainable development and social justice. Girls with disabilities remain out of the mainstream due to poverty, discrimination, inadequate infrastructure, and weak policy implementation, the report emphasized. It highlights that inclusive education policy must prioritize accessibility, affordability, and learner-centered pedagogical practices. The significance of digital inclusion and assistive technologies for increased educational participation of disabled learners was also discussed in this report. It also advised improving data collection systems to track education outcomes with respect to marginalized groups. This study emphasizes the need for collaboration between governments, educational institutions, and communities to build inclusive learning environments. It was concluded that inclusive education is playing a crucial role in realizing development targets which are equitable and sustainable.

As argued by Florian and Black-Hawkins (2022), in addition, inclusive classrooms promote participation and learning outcomes when teachers tailor curriculum design and assessment practices based on the diversity of learners. According to the study, teaching in "traditional teacher-centered approaches" fails to address the needs of disabled students, which leads to educational exclusion and low academic achievement. A focus of the analysis was on inclusive pedagogy, which rather than segregation stresses participation, collaboration and active participant engagement. Furthermore, the study emphasized that differentiated instruction and innovative means of assessment increase the self-

confident levels and participation of students with disabilities in school. Finally, it pointed out that teacher reflection and continuing professional development are key factors to successful inclusion. The paper recommended the strengthening of institutional support systems and inclusive educational leadership. The results concluded that curriculum flexibility is key to meaningful educational inclusion today. Singal (2021), discussed implementation problems in implementing inclusive education policies of developing countries, especially in the Indian educational context. Gaps in their effectiveness were found despite the success of policy measures, the study said that policy has been adopted, even though inclusive outcomes with regard to disability learning are still being found to be affected by uneven implementation. Lack of funding, teacher shortages, insufficient capacity of trained teachers, limited awareness, weak monitoring systems and limited training and monitoring for inclusivity were cited as significant impediments for implementing inclusion. It also pointed out that disabled girls struggle with social stigma and gender-based discrimination as well. To enhance accessibility, policies were established, and higher levels of coordination between schools, policymakers, and communities were requested, according to the study. It also endorsed widening teacher training initiatives and bolstering accountability systems. It also found that successful inclusive education takes more than policy commitment, as there must be the right level of implementation at the grassroots level as well. Kumar and Verma (2025), studied on effectiveness of digital assistive learning technologies and educational participation in Indian secondary schools among girls with disabilities. AI-based educational applications, screen readers and interactive learning platforms were reported to lead to enhanced classroom engagement and academic confidence of the disabled learners according to study. Tech-assisted learning broke down communication silos and increased independent learning and self-paced students' learnability. The problem arose for rural schooling communities, where there were few digital resources and insufficient internet connectivity. With regards to teaching training of educational technology, the

report has pointed out the need for such training if there is to be maximum equality in learning outcomes. They put forward government funding for low-cost assistive technology and educational programs in digital literacy. The results showed that technology integration can significantly enhance inclusive education for girls with disabilities. Ahmed and Joseph (2025) studied sociocultural obstructions influencing educational integration of girls with disabilities in urban and rural areas. For disabled girls, traditional roles, parents' overprotection, poverty, and social shame were the predominant barriers to schooling access according to the study. Economic and cultural reasons often led families to prioritize educating male children over their disabled female counterparts, the researchers noted. The analysis also found that school discriminatory attitudes have a negative impact on emotional health and academic participation. Stereotypes related to disability and gender can be reduced by awareness-raising campaigns and community sensitization programs, it added. The authors would also strengthen counseling as well as psychosocial support services in schools. The data showed that social transformation is crucial for meaningful inclusive

education. Lee and Martin (2026) evaluated the educational influence of inclusive classroom environments on mental state, as well as academic performance, of special education pupils. The study concluded that positive peer relations, cooperative education, collaborative learning, and teacher motivation significantly impact self-esteem and classroom participation amongst disabled girls. The researchers stressed that a culture of inclusion in school environments is key to affect both emotional stability and academic integration and socialization. Individualized plans for learning and flexible systems for measurement and assessment (i.e., personalized learning and assessment schemes with regard to student needs in a flexible assessment mode that can be customized and flexicliate to fit students' needs) were emphasized as potential to enhance the performance and achievement of learners in the education. And schools with inclusive leadership policies had better satisfaction and retention of students in schools, it said. It proposed workshops for teachers on emotional intelligence and inclusive pedagogy on a regular basis. The results indicated that emotionally supportive learning environments are crucial to educational inclusion and student empowerment.

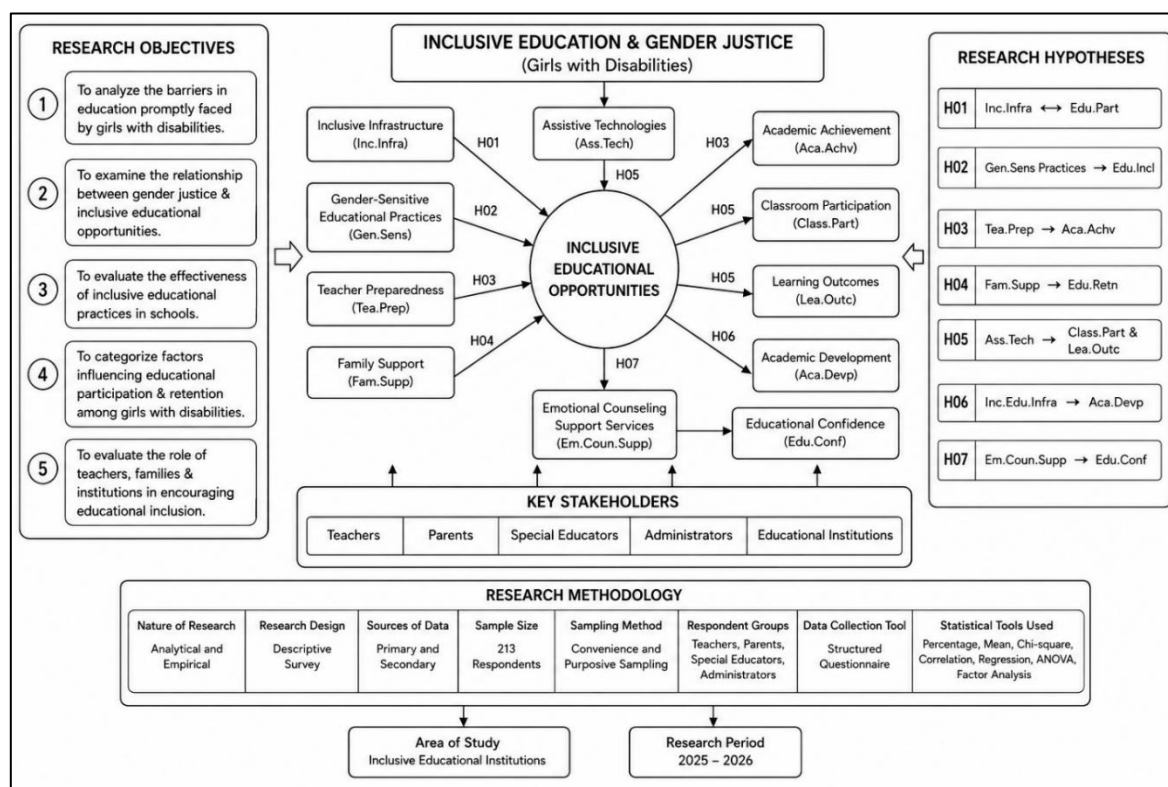


Figure 1: Research Model

Research Gap

While previous studies consider either disability inclusion or gender equality in education, most of them were done separately. Studies have examined gender justice and special education specifically in relation to gender equality, and there have been few empirical studies dedicated to empirical research exploring inclusion in society for girls with disabilities. No more than this paper, though, provides detailed statistical analysis on infrastructural, pedagogical, social, psychological, and policy-related factors that influence inclusion in education.

Research Objectives

1. To analyze the barriers in education promptly faced by girls with disabilities.
2. To examine the relationship in between gender justice (Gen.Just.) & inclusive educational (Inc.Educ) opportunities.
3. To evaluate the effectiveness of inclusive_educational (Inc.Educ) practices in schools.
4. To categorize factors influencing educational_participation (Edu.Part) & retention (edu.Retn) among girls with disabilities.
5. To evaluate the role of teachers, disabled children families & institutions in encouraging educational_inclusion (Edu.Incl).

Research Hypothesis

- **H01 :** There is a significant relationship in between inclusive_infrastructure (Inc.Infra) & educational_participation (Edu.Part) of girls with disabilities.
- **H02:** Gender_sensitive (Gen.Sens) educational practices significantly influence educational_inclusion (Edu.Incl).
- **H03:** Teacher_preparedness (Tea.Prep) positively affects academic_achievement (Aca.Achv) among girls with disabilities.
- **H04:** Family_support (Fam.Supp) significantly impacts educational_retention (edu.Retn) among girls with disabilities.

- **H05:** Assistive_technologies (Ass.Tech) positively impact classroom_participation (Class.Part) & learning_outcomes (Lea.Outc).
- **H06:** Inclusive_educational_infrastructure (Inc.Edu.Infra) significantly affects academic_development (Aca.Devp) among girls with disabilities.
- **H07:** Emotional counseling support (Em.Coun.Supp) services significantly expand educational_confidence (Edu.Conf) among girls with disabilities.

Results & Interpretation

Table 1: Gender-wise Classification of Respondents

Gender_Wise	Freq.	Percent (%)
Male (M)	79	37.10
Female (F)	134	62.90
Total	213	100

Referring to table 1, the majority of the sample population were female respondents with 62.90% of the population participation with male respondents representing 37.10%. More respondents were females, indicative of the increased representation of women in the education and inclusive development sectors. Female educators and parents were more likely to engage with disability inclusion and gender justice issues.

Table 2: Age-wise Respondents Distribution

Age_Group_Wise	Freq.	Percent (%)
20 to 30 Yrs	46	21.61
31 to 40 Yrs	74	34.70
41 to 50 Yrs	59	27.70
>50 Yrs	34	16.01
Total	213	100

The size of respondents from the age group of 31 to 40 yrs represented the biggest proportion of the study population, as shown in table 2. This age group encompassed a significant proportion of actively engaged educational practitioners, administrators, and parents when making educational decisions. Respondents between the ages of 41 to 50 yrs also contributed a great deal due

to their deep-rooted educational and administrative experience.

Table 3: Occupational Respondents Profile

Occupation_Wise	Freq.	Percent (%)
Teachers Group	81	38.02
Parents Group	58	27.21
Special Educators Group	41	19.20
Administrators Group	33	15.60
Total	213	100

In table 3, teachers constituted the largest occupational category in the study; they seem to be the only occupational category in the study that can give context to inclusive education, highlighting the need for classroom-level perspectives. Parents made a significant contribution, because they both live and work with the educational and emotional battles experienced by girls with disabilities. Special educators also offered expert knowledge on inclusive pedagogy, assistive learning, and individually oriented educational provision methods. School administrators had some insights about the institutional infrastructure, policy implementation, and resource allocation.

Table 4: Major Barriers Faced by Girls with Disabilities Affecting Educational Inclusion

Barriers in Education	Mean Scores	Ranking
Unapproachable Infrastructure	4.69	I
Social Humiliation & Discrimination	4.55	II
Lack of Skilled & Trained Teachers	4.38	III
Major Financial Constraints	4.27	IV
Difficulties in Transportation	4.12	V
Shortage of Assistive Technology	4.03	VI

As can be clearly seen from table 4, the most damaging barrier to education participation among girls with disabilities is the unavailability of

educational infrastructure. Most schools did not have ramps, accessible toilets, elevators, or disability-friendly classrooms, respondents emphatically emphasized. Social shame and discrimination were the next most influential obstacles, illustrating the persistence of negative attitudes from society about disability and education among girls. Lack of trained & skilled teachers was identified as another important barrier due to many of them lacking professional preparation in inclusive pedagogy and classroom adaptation. Economic hardship also limits access to books, therapies, transport, and assistive devices. For girls living in rural and semi-urban areas where public transportation facilities are difficult to access, transportation-related problems are particularly acute. The key findings in general terms indicate that educational exclusion is embedded in infrastructural, economic, pedagogical, and social barriers.

Table 5: Perception towards Effectiveness in Inclusive Educational Practices

Inclusive Practices	Mean Scores	Ranking
Teaching Towards Gender-sensitiveness	4.62	I
Mechanisms of Teacher Support	4.48	II
Inclusion of Peer Activities	4.33	III
Emotional Counseling Support	4.25	IV
Flexibility in Curriculum Adaptation	4.14	V
Collaboration Among Parents & Teachers	4.08	VI

As shown in Table 5, gender-sensitive teaching practices had the greatest mean score, with its respondents thinking that inclusion in a gender perspective is highly beneficial in advancing educational equality among girls with disabilities. Teacher support strategies in the form of differentiated education, in-class modifications, emotional support were reported to have the greatest effectiveness in enhancing learning

involvement. Peer inclusion activities provide a net boost in terms of decreasing prejudice and promoting group cohesion in classrooms. And mental health (counseling and emotional support systems) were seen as a "must have" in overcoming psychological difficulties for disabled girls. Adjusting the curriculum to suit the needs of individual students allows for students with various educational requirements to engage more purposefully in school activities. Parent-teacher engagement also played an important role when effective communication of families-educators is ensured as it assists children's access to educational continuity and emotional support. As such, the results indicate that inclusiveness is considerably associated with educational participation, as well as, academic confidence.

Table 6: Chi_Square Test Analysis

(Relationship in between Inclusive Infrastructure (Inc.Infr) & Educational Participation (Edu_Part))

Variables	Chi-square Value	df	p-value	Results
Inclusive Infrastructure (Inc.Infr) & Educational Participation (Edu_Part)	21.540	4	0.0010	It's Significant

When seen the Chi square result in table 6 shows that the inclusive infrastructures are statistically significant correlate with the educational participation of the girls with disabilities. Since the p-value calculated was less than the common significance level of 0.05, the null hypothesis is rejected. These results show that accessibility is directly related to attendance, classroom engagement, mobility, and academic engagement. A lack of accessible buildings frequently discourages regular school attendance and increases reliance on others, respondents reported. And schools with ramps, accessible washrooms, tactile paths and assistive facilities ensure more accessible education. The statistical significance also demonstrates that physical accessibility is still a necessary condition for achieving gender justice in school systems. Thus, to

ensure inclusive educational planning, infrastructural development must be emphasised.

Table 7: Correlation Test Analysis in between Teacher_preparedness (Tea.Prep) & Academic_Inclusion (Aca.Incl)

Variables	Correlation Coefficient (r)	Significance Level
Teacher_preparedness (Tea.Prep) & Academic_Inclusion (Aca.Incl)	0.757	0.0000

It was proved through the correlation analysis in table 7 that the relationship between teacher preparedness and academic inclusion for girls with disabilities is very strong and positive. A good correlation for the high correlation coefficient indicates that professionally trained teachers play a great role in promoting academic achievements and classroom participation. Inclusive pedagogical skills teach teachers to adjust pedagogical methods, assessment approaches, and communication with others in a classroom context to meet learner needs. The trained teachers had more empathy, patience and confidence, they claimed, when treating diverse classrooms. Preparedness helps lessen perceptions of isolation among disabled students. Investment in teacher training programs is therefore crucial to promote inclusive education and gender justice.

Table 8: Regression Analysis Test Towards Factors Influencing academic_achievement (Aca.Achv)

Variables	Beta_V alue	T_Val ue	Significance Level
Inclusive_Infrast ructure (Inc.Infra)	0.452	8.03	0.0000
Teachers Training	0.427	7.45	0.0000
Family_support (Fam.Supp)	0.367	6.19	0.0010
Assistive_tech nologies (Ass.Tech)	0.316	5.28	0.0020

Educational Counseling Services	0.282	4.85	0.0030
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Table 8 regression analysis reveals that inclusive infrastructure and training of teachers are the most powerful predictors of academic learning development for girls with disabilities. As the beta shows that inclusive learning environments lead to substantially better educational participation and confidence. Teacher training emerged as another significant determinant, as trained teachers can tailor teaching practices to different learners' needs. Family support contributes positively to learners' emotional security, continuity of education, and motivation. Screen readers, hearing aids, and digital learning tools facilitate classroom involvement and independent study. Counseling services are also positive for disabled girls because of how they address emotional trauma, anxiety and self-esteem. Collectively, the regression findings verify that the success of inclusive education relies on many interdependent institutional, technological, and social determinants.

Table 9: ANOVA Analysis Test Towards Differences in Perception among the Respondent Groups

Sources	Sum of Squares	df	Mean Sq.	F Value	Sig. Level
Between the Groups	36.51	4	12.14	6.28	0.001
Within the Groups	404.13	208	1.94		
Total	440.64	212			

The ANOVA analysis demonstrates differences in perceptions concerning inclusive educational opportunities between teachers, parents, administrators and special educators (see table 9). The calculated significance value is lower than 0.05 and demonstrates that respondents within study

groups vary materially in their observations and experiences. Teachers focused mainly on issues of classroom management and challenges to adapt to the curriculum, and parents more on the emotional and safety component, and accessibility issues (e.g., how to access the curriculum). Administrators emphasized infrastructure and policy changes to infrastructure implementation, and special educators emphasized individualized educational planning. This is evident from these variations of results: inclusive education cannot be decided by one party alone and all stakeholders must participate in it. There are also clear implications from this study for educational reforms, indicating that diverse stakeholder perspectives should inform inclusive policies and institutional practices.

Table 10: Factor Analysis Towards Major Factors Influencing Inclusive_Education (Inc.Educ)

Factors	Factors Loading
Infrastructural Accessibility	0.843
Competency among Teachers	0.818
Encouragement among Family	0.785
Gender_sensitive Policies	0.763
Technological-Enabled Support	0.732
Community-Based Awareness	0.707

The factor analysis shown in table 10 found that accessibility infrastructure is the single most important determinant affecting girls with disabilities' educational outcomes. Teacher quality turned out to be another major factor: teachers play an important part in this because educators directly influence classroom participation, student confidence and academic achievement. Support from families has a great effect on girls' school attendance, self-esteem and whether education goes on as promised. Gender-sensitive institutional policies are supportive of creating safer and more equitable learning environments for girls. Technology helps empower disabled learners with independence and communication opportunities. Building community awareness also decreases stigma and spreads acceptance on integrating disability in the community.

Table 11: Hypothesis Testing & Results

S.No.	Hypothetical Statements	Hypothesis Justification	Application of Statistical Test	Supporting Tables	Decision
H01	There is a significant relationship in between inclusive_infrastructure (Inc.Infra) & educational_participation (Edu.Part) of girls with disabilities	Accessible infrastructure (e.g., ramps, accessible classrooms, transportation facilities, and disability-friendly environments) increases attendance, classroom participation, and mobility in girls with disabilities.	Chi_Square Test Analysis	Table No. 6	It's Accepted
H02	Gender_sensitive (Gen.Sens) educational practices significantly influence educational_inclusion (Edu.Incl)	Gender-sensitive teaching practices reduce discrimination and create supportive classrooms with increased confidence and participation for disabled girls.	Mean Score Analysis / Descriptive-Inferential Analysis	Table No. 5	It's Accepted
H03	Teacher_preparedness (Tea.Prep) positively affects academic_achievement (Aca.Achv) among girls with disabilities	Teaching approaches, assessments, and classroom strategies are tailored according to learner diversity and special educational needs by trained teachers.	Correlation Test Analysis	Table No. 7	It's Accepted
H04	Family_support (Fam.Supp) significantly impacts educational_retention (edu.Retn) among girls with disabilities.	In disabled girls who attend school, emotional encouragement, parental involvement, and family motivation strengthen school persistence and decrease the dropout rate.	Regression Test Analysis	Table No. 8	It's Accepted
H05	Assistive_technologies (Ass.Tech) positively impact classroom_participation (Class.Part) & learning_outcomes (Lea.Outc)	Assistive technologies such as hearing aids, screen readers, digital learning tools, and adaptive devices enhance independent learning and classroom participation.	Regression Test Analysis	Table No. 8	It's Accepted
H06	Inclusive_educational_infrastructure (Inc.Edu.Infra) significantly affects academic_development (Aca.Devp) among girls with disabilities.	Barrier-free educational environments improve confidence, accessibility, participation, and academic engagement.	Regression Test Analysis	Table No. 8	It's Accepted

H07	Emotional counseling support (Em.Coun.Supp) services significantly expand educational confidence (Edu.Conf) among girls with disabilities	Counseling services reduce emotional stress, anxiety, and feelings of social isolation among learners.	Regression Analysis	Table No. 8	It's Accepted
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Major Findings of the Study

- The study found that girls who are having disabilities remain to suffer two-fold discrimination on a two-tier basis, i.e., from gender inequality & from the stigma disability, leading to the significant disparity in their educational prospects as well as participation in society.
- School infrastructure that does not provide ramps, disability-friendly classrooms, accessible toilets, or transport facilities is the most significant barrier to educational inclusion.
- Societal stigma and negative perceptions of disability still prevent girls with disabilities from enrolling, participating in classrooms, and continuing their education.
- Teacher preparedness and practitioner capacity have been found to lead to positive effects on academic inclusion, learner confidence, and classroom engagement.
- Girls who are disabled find that gender-sensitive pedagogical approaches greatly raise participation rates and promote more emotionally supportive learning conditions.
- Financial limitations still limit access to assistive technologies, transportation facilities, educational content, therapies, and healthcare assistance.
- Encouragement from family and parental involvement positively impact the emotional security, education retention, and long-term academic motivation of girls with disabilities.
- Schools with inclusive teaching practices show improved academic achievement, better social connections, and learning confidence of their disabled learners. Despite students' growing psychological symptoms, counseling and emotional support services were reported as insufficient in several schools.
- Despite the existence of progressive legislation and educational frameworks, policy implementation gaps still impede the practical effectiveness of inclusive education reforms. Peer inclusion programmes play a big role in decreasing discrimination, isolation, and bullying in schools and universities.
- Lack of awareness regarding disability rights and inclusive education is evident also in institutional response and community support structures.
- Educational administrators recognized the importance of gender justice but found inadequate funding and infrastructural barriers in implementation.
- Inclusive education positively influences empowerment, self-esteem, social integration, and future job opportunities in girls with disabilities.
- Inclusive education development mandates the collaboration of schools, families, governments, communities, and regulation makers.

Recommendations

A comprehensive institutional, social, technological and policy reforms strengthen inclusive education for girls with disabilities. Ramps, elevators, tactile pathways, accessible classrooms, disability-friendly washrooms, safe transportation systems—all must be built into educational institutions to ensure equal access to the environment. Inclusive educational facilities in all the above areas warrant increased financial investment from governments, as well as effective monitoring mechanisms for the timely implementation of disability-related educational policies. Mandatory modules on inclusive pedagogy,

gender sensitivity, classroom accommodation strategies, and assistive learning technologies ought to be incorporated into teacher-training institutions in professional development programs. There should be on-going capacity-building workshops for educators on how to best respond to the myriad of different learning needs. Schools must also create counseling and psychological support systems to help girls with disabilities cope with emotional stress, discrimination, and social isolation. Campaigns at the community level of awareness should promote the elimination of stereotypes and negative attitudes toward disability and gender discrimination. Partnerships between parents and educators should be strengthened to ensure that educational planning, as well as emotional support for learners, take a collaborative approach. To create confidence and create a sense of belonging among disabled girls, educational establishments should be able to promote peer inclusion activities and/or mentorship programs and/or social participation initiatives. Access to assistive technologies and digital accessibility tools must be subsidized by government and embedded institutional frameworks. Curriculum flexibility, individualized learning plans and equitable

assessment practices are yet remaining concerns for all to feel included in these reforms that should also be on the agenda of educational reform. General gender justice in special education takes time and commitment, systemic governance, a transformation of societies, and continued institutional innovation.

Conclusion

The research concludes that inclusive education is a key route to gender justice and educational equality for girls with disabilities. Notwithstanding developments in policy and attention to disability inclusion, considerable educational barriers persist in accessing, engaging, remaining in school, and achieving academic success among disabled girls. The study found infrastructural inaccessibility, social stigma, suboptimal teacher preparedness, limited assistive technologies, and gaps in policy enactment to be the key barriers to inclusive education services. This study provides some insights into how the environment of inclusive education is positively associated with confidence, academic achievement, emotional well-being, and social acceptance of girls with disabilities.

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