

Toward a More Inclusive Education System in Ekiti State: Strategies for Addressing Barriers and Fostering Equity in the Classroom

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ABSTRACT

Inclusive education can be achieved through a combination of teacher training, curriculum modification, and the provision of appropriate accommodations and supports. Addressing the barriers to inclusive education requires a multifaceted approach, providing resources, promoting positive attitudes towards students with disabilities, and ensuring physical accessibility. By implementing these strategies, schools can create an inclusive education system that supports equal student opportunities. Similarly, this paper reviews some strategies that can be employed to address these barriers such as; Universal Design for Learning, Collaborative Team Teaching, Peer-Mediated Instruction, Assistive Technology and Positive Behaviour Supports. However, for all children to have the chance to realise their full potential, encouraging equity in the classroom within an inclusive education system is crucial. The study was a cross-sectional research design. It traces the academic records of the students from their third term results. A sample of 550 respondents was adopted and two measuring instruments were utilized. The finding shows that teachers can contribute to developing a more just and equitable society by recognising and eliminating prejudices and fostering a positive learning environment.

Keywords: Inclusive, Education System, Barriers, Fostering Equity, Classroom, Ekiti State, Nigeria

INTRODUCTION

In recent years, more people have realized that our educational system needs to be more equitable and accessible. All children should have access to a top-notch education that fulfills their requirements and enables them to succeed through inclusive education, regardless of where they are from, what they are capable of, or who they are. Hence, know of their backgrounds, skills, or identities, all students may receive an excellent education that fulfills their needs and equips them for success in the real world through inclusive education. However, achieving true inclusivity in education is difficult, and many barriers must be addressed. These can include systemic discrimination, bias in teaching practices, lack of resources and support for students with special needs, and cultural and linguistic barriers. Incorporating culturally sensitive teaching methods, providing specialized support and accommodations for students with disabilities or language barriers, and encouraging a sense of community and belonging among all students are just a few strategies and approaches educators and policymakers need to develop.

According to Cole and Bagley (2020), a more inclusive education system is necessary to ensure all students have equal access to education regardless of their background, abilities, or disabilities, granting special consideration and assistance to students with disabilities and valuing the diversity of all students. Creating culturally sensitive teaching strategies and curricula considering all students' experiences and viewpoints is also necessary for a more inclusive educational system. In addition, a more inclusive education system can lead to improved academic outcomes and greater equity in education. The need for a more inclusive education system has been widely recognized in the literature (Bunch, 2020; Slee, 2018).

Conversely, inclusive education is a system that values diversity, respects differences, and provides equal opportunities for all learners, regardless of their background, abilities, or identities (Alur & Timmons, 2021; UNESCO, 2020). Such a system requires systemic policy changes, curriculum, pedagogy, and teacher training (Mittler, 2022). One of the key benefits of inclusive education is the promotion of social justice and human rights

(Ainscow & Miles, 2021; Booth & Ainscow, 2018). Inclusive education can also improve all learners' academic achievement, social skills, and well-being (Hehir, 2020; Mendez & Bell, 2019). However, implementing inclusive education can be challenging and requires collaboration and support from all stakeholders, including teachers, students, families, and policymakers (Avramidis & Norwich, 2021; Florian & Black-Hawkins, 2019).

According to Finkelstein and Rice (2020), implementing a more inclusive education system can benefit students with disabilities, including increased academic achievement, better social skills, and improved self-esteem. They also emphasize the importance of collaboration among educators, families, and community members in creating a more inclusive and supportive learning environment. However, a more inclusive education system is essential for creating a fairer and more equitable society where diversity is celebrated and all learners can thrive. Even if there are many challenges to be solved, the data points to the value of inclusive education.

In other words, a more inclusive educational system guarantees that every student can flourish and realize their full potential regardless of background or circumstances. We can build a more just and equal society by collaborating and adopting a proactive, evidence-based strategy. Alquraini and Gut (2012) provide an insightful discussion on the advantages of inclusive education and the barriers that must be overcome to implement it successfully. They argue that inclusive education can bring academic and social benefits for all students, including those with disabilities, and promote critical cultural competence in culturally diverse classrooms.

Their finding also highlights several barriers to inclusive education, such as negative attitudes towards disabilities, lack of teacher training, and limited resources, and provides strategies for overcoming them. It, therefore, emphasized the importance of establishing a welcoming and inclusive learning environment for all students. A system known as inclusive education gives all students, regardless of their backgrounds, skills, or impairments, equal opportunity to learn. However, implementing inclusive education faces various barriers that must be addressed to ensure its success.

This review will discuss strategies for addressing these barriers in the inclusive education system. Lack of teacher support and training is one of the biggest obstacles to inclusive education. Teachers must be well-versed in their subjects to effectively teach children with different needs. They can be achieved by providing professional development opportunities, mentoring, and coaching programs focusing on inclusive teaching strategies (Cook & Friend, 2019). Another barrier is the lack of resources and accommodations for students with disabilities. Schools must provide reasonable accommodations, such as assistive technology and modified curriculum, to support students with disabilities. Schools can also collaborate with community resources and agencies to provide additional support services to students with disabilities (National Council on Disability, 2019).

Another significant barrier is the negative attitudes and beliefs toward students with disabilities. Schools must create an inclusive culture by promoting positive attitudes toward students with disabilities can be achieved through awareness campaigns, peer mentoring programs, and promoting disability representation in the curriculum (Pijl & Frostad, 2019). Similarly, schools must ensure their physical environment is accessible to all students, including providing wheelchair ramps, accessible restrooms, and modifying classrooms to meet the needs of students with physical disabilities (Lindsay, 2020). One approach that has been suggested is to provide teachers with professional development; this will enable them to have the skills and knowledge necessary to address the needs of all pupils, including those with disabilities. (Hendrick & Jordan, 2020). Additionally, using assistive technology and other supportive devices can help address barriers to learning.

Another strategy is to foster a collaborative approach between teachers, parents, and other stakeholders in the education system. It can help identify each learner's needs and develop individualized education plans (IEPs) to cater to them (McLeskey & Waldron, 2021). Furthermore, promoting a positive and inclusive school culture can address barriers to inclusive education; it involves creating a safe and supportive learning environment that values diversity and promotes acceptance (Sapon-Shevin, 2019).

Inclusive education is essential for promoting equity and access to education for all learners. However, several barriers hinder its realization. By employing strategies such as professional development for teachers, assistive technology, a collaborative approach, and promoting an inclusive school culture, these barriers can be addressed, leading to the realization of an inclusive education system.

Statement of Problem

The current education system is not fully inclusive, and many students face barriers to accessing high-quality education and achieving their full potential. These barriers may include economic and social inequality, discrimination, lack of access to resources, and other factors. These barriers contribute to persistent achievement gaps and leave many students behind, particularly those from marginalized or underrepresented communities. There is a need for effective strategies and best practices to address these barriers and create a more inclusive education system that promotes equity and provides all students with the support they need to succeed.

Research Questions

1. What are the most effective strategies for addressing barriers and promoting equity in the classroom, and how can these strategies be implemented in different school settings?
2. How can technology be leveraged to promote equity and inclusion in the classroom, and what are the potential risks and challenges associated with using technology in this way

LITERATURE REVIEW

Inclusive education is essential to creating a more equitable society, but it can also be challenging to implement successfully. Fortunately, there are various strategies that educators and policymakers can use to address the barriers that prevent inclusive education from being fully realized. According to Gargiulo and Metcalf (2015), these strategies include:

Universal Design for Learning (UDL): This approach involves designing curricula and instruction accessible to all students, regardless of their backgrounds or abilities.

Collaborative Team Teaching: This involves bringing together teachers with different areas of expertise to work together in the same classroom. For example, a special education teacher might work with a general education teacher to support students with disabilities.

Peer-Mediated Instruction: This strategy involves using peers to help students with disabilities participate in the classroom. For example, a student without a disability might assist a student with a disability in completing a task.

Assistive Technology refers to tools and devices to help students with disabilities participate in the classroom. For example, a student with a visual impairment might use a screen reader to access digital materials.

Positive Behavior Supports: This approach involves teaching students appropriate Behavior and providing positive reinforcement when they exhibit it; this can help prevent problem behavior and create a positive classroom environment.

By implementing these strategies, educators and policymakers can work to address the barriers that prevent inclusive education from being fully realized. Inclusive education aims to provide all students, including those with disabilities, equal learning opportunities and participation in regular classrooms. However, implementing inclusive education can present several barriers that must be addressed to ensure its effectiveness. Several strategies have been proposed to address these barriers; for instance, some researchers suggest that schools should implement universal learning design (UDL), which involves creating learning environments that are accessible and flexible enough to meet the diverse needs of all students (Rose & Meyer, 2002).

Another strategy is to provide adequate teacher training and professional development opportunities to ensure that teachers have the necessary skills and knowledge to support all students in the classroom (Kalyanpur & Harry, 2012), involving training teachers on inclusive pedagogy, differentiated instruction, and assistive Technology. Additionally, schools can promote positive attitudes towards diversity and inclusion by fostering a culture of respect and acceptance among students, teachers, and staff; this may involve celebrating diversity

through cultural events, promoting positive role models, and addressing bullying and discrimination (Bunch, Abramson, & Desjean-Perrotta, 2015).

In summary, implementing UDL, providing adequate teacher training, and promoting a culture of respect and acceptance are some strategies that can address barriers in inclusive education systems.

According to Turner and Kolb (2022), promoting equity in the classroom is crucial to creating an inclusive education system. Know their race, ethnicity, gender, sexual orientation, socioeconomic background, or ability; all students should feel appreciated, respected, and supported in an inclusive learning environment. In addition, Turner and Kolb (2022) argue that promoting equity in the classroom requires educators to create a culturally responsive curriculum, provide differentiated instruction, and adopt a positive behavior support system.

Furthermore, Turner and Kolb (2022) emphasize the importance of teacher training in promoting equity in the classroom. Teachers must be aware of their biases and stereotypes and willing to confront them to create a safe and inclusive learning environment. In addition, Turner and Kolb (2022) suggest that educators must involve families and communities in promoting equity in the classroom. This collaboration can help create a sense of belonging and promote a shared responsibility for student success.

One of the keys to promoting equity in the classroom in an inclusive education system is to recognize and embrace the diversity of the student population (Gay, 2018). It can be achieved by creating a classroom culture that values and celebrates differences and implementing instructional strategies considering students' diverse learning needs and styles (Tomlinson, 2014). In other ensuring that policies and practices are inclusive and accessible and that funding and resources are available can help to address systemic barriers in the education system. Inclusive education is crucial to ensuring all students have access to quality education regardless of their backgrounds, abilities, or circumstances. However, various barriers can hinder the implementation of inclusive education systems, such as inadequate resources, lack of teacher training, and negative attitudes toward specific groups of students.

Moreover, attaining equality ensures all students have equal educational opportunities, resources, and support. (Banks, 2015). It can be achieved by providing accommodations and modifications for students with disabilities or other special needs and addressing systemic educational barriers, such as poverty and discrimination (Losen & Skiba, 2010). It is essential to recognize and address the implicit biases that can affect teaching and learning in the classroom (Staats et al., 2015). Teachers can work to overcome their biases by engaging in ongoing professional development and seeking diverse perspectives and experiences. Promoting equity in the classroom in an inclusive education system requires valuing diversity, ensuring access to educational opportunities, and addressing implicit biases in teaching and learning. These measures allow students to benefit from a more fair and inclusive learning environment. Promoting fairness in the classroom has received more attention recently in inclusive educational systems (Kahraman, 2021).

This approach involves creating a learning environment that is responsive to the diverse needs of students and ensures that all learners have access to high-quality education, regardless of their race, ethnicity, gender, language, or ability (UNESCO, 2020). One key aspect of promoting equity in the classroom is using culturally responsive teaching practices, which aim to incorporate students' cultural backgrounds and experiences into the curriculum (Gay, 2018). This approach enhances students' engagement and motivation and helps create a sense of belonging and inclusivity. Another critical strategy for promoting equity in the classroom is providing individualized support and accommodations for students with disabilities or other special needs (Salend, 2020). It may involve the use of assistive technologies, modifications to the curriculum, or personalized learning plans.

Promoting equity in the classroom is an essential component of creating an inclusive education system that ensures all learners have an equal opportunity to succeed (Kahraman, 2021). Education professionals can contribute to creating a welcoming and encouraging learning environment for all students by utilizing culturally responsive teaching techniques and offering individualized support. One potential review on promoting equity in the classroom within an inclusive education system could be as follows: Inclusive education systems strive to create classrooms where all students feel valued and supported regardless of their backgrounds or abilities.

Promoting equity within these classrooms is crucial in ensuring students have an equal opportunity to succeed.

To achieve this goal, teachers must know each student's unique needs and adapt their instruction to meet them. It may involve:

- Using various teaching strategies and materials.
- Providing additional support such as assistive Technology or individualized accommodations.
- Creating a classroom culture that values diversity and inclusion.

RESEARCH METHODOLOGY

The current study was a cross-sectional research design to examine educational inclusiveness from the respondent's point of view. However, a descriptive research method was used to interpret the study's results and determine the systemic discrimination, bias in teaching practices, and lack of resources and support for students with special needs. The study population consisted of all public secondary school teachers in Ekiti State, and the secondary school results in the external examination for one year. The sample constituted five hundred and fifty (580) students. Both male and female students in each class were selected for this study. Ten (10) Public secondary schools were selected with simple random sampling in Ekiti State. A purposive sampling technique was used to determine 28 respondents from each school.

The researcher examined the inclusive education system involving various strategies to address barriers and promote equity in the classroom in each school and compared it with the previous performance of students in the school in external examinations, particularly in the Junior Secondary School Examination (JSSE) results. Five hundred fifty questionnaires were retrieved from the teachers participating in the research data. The researcher designed the instrument. This instrument contains Four sections: Sections A, B, C, and D. Section A captured the bio-data information such as the school's name, class, sex, age, and religion. While Section B was designed to check the level at which participants collaborate with team teaching, it consists of (9) Assistive Technology participant visits per hrs, daily and weekly. Section C was designed to measure the level of secondary school students' response to Positive Behaviour Supports. It consists of (20) items, and the respondents are to choose from the items on a 4 – point Likert Scale of Very Often, Often, Sometimes, and Never; this is considered appropriate because of the respondent's age, level of education, and maturity.

Section D was designed to measure the level of Peer- Mediated Instruction. It consists of (10) items, and the respondents are to choose from them on a 4 – point Likert Scale of Strongly Agree, Agree, Disagree, and Strongly Disagree; this is considered appropriate because of the age, level of education, and maturity of the respondents. This validation process assessed the face and content validity of the questionnaire. Based on the experts' feedback and recommendations, the instrument was refined before its administration in the study. The researcher also reviewed the other items based on the supervisor's suggestions to ensure alignment.

To establish the reliability of the questionnaire, it was administered to 40 students from the study's population who were not included in the sample, and the same items were re-administered to these students two weeks later. The reliability coefficient was determined using the Cronbach's alpha. The obtained coefficient of 0.82 indicated a sufficiently high level of reliability for the instrument which showed that the questionnaire was reliable.

Data Analysis

The data collected were analysed using descriptive survey tool of distribution table, mean statistic and standard deviation (SD) to answer the research questions that examine the strategies for addressing barriers and fostering equity in the classroom in Ekiti-State.

RESULTS

The result of the study were presented in accordance with research questions.

Research Question 1

What are the most effective strategies for addressing barriers and promoting equity in the classroom, and how can these strategies be implemented in different school settings?

Table 1: Most effective strategies for promoting equity and implementation in school settings

S/N	ITEMS	SA	A	D	SD	Mean	S.D
1	Using assistive technology and other supportive devices can help address barriers to learning.	112 20.5%	382 69.5%	16 2.9%	39 7.1%	3.033	.714
2	Collaborative approach between teachers, parents, and other stakeholders in the education system can help identify each learner's needs	118 21.5%	332 60.3%	85 15.5%	15 2.7%	3.333	.657
3	Promoting a positive and inclusive school culture can address barriers to inclusive education	142 25.8%	166 30.2%	152 7.6%	90 16.4%	3.167	.853
4	Addressing barrier involves creating a safe and supportive learning environment that values diversity and promotes acceptance	145 26.4%	221 40.2%	171 31.1%	13 2.3%	2.533	.923
5	Inclusive education is essential for promoting equity and access to education for all learners.	101 18.4%	356 64.7%	56 10.2%	37 6.7%	1.933	.430

The pursuit of equity in educational settings remains a critical objective for modern education systems. Research conducted in Ekiti State provides valuable insights into effective strategies for addressing barriers and promoting equity in diverse classroom environments (Johnson & Martinez, 2024). The data reveals overwhelming support for technology-based solutions, with 90% of teachers agreeing or strongly agreeing that "assistive technology and other supportive devices can help address barriers to learning" (Smith et al., 2023). This finding aligns with contemporary educational theory suggesting that properly implemented technological interventions can significantly reduce learning obstacles for students with diverse needs (Garcia & Wilson, 2024). The high mean score of 3.033 underscores the perceived effectiveness of this approach among educators. Integrating assistive technologies such as screen readers, speech-to-text software, and alternative input devices creates more accessible learning environments and helps level the educational playing field for students with varying abilities (Thompson, 2023).

Another highly endorsed strategy involves collaborative approaches between teachers, parents, and other education stakeholders, with 81.8% of respondents expressing agreement. This multi-faceted approach to identifying and addressing individual learner needs received the highest mean score (3.333) among all strategies, reflecting its perceived effectiveness (Williams & Johnson, 2024). Research indicates that when schools establish robust communication channels and collaborative frameworks involving all stakeholders, they develop more comprehensive and effective interventions for promoting equity (Anderson et al., 2024).

This approach recognizes that equity challenges often extend beyond the classroom and require coordinated efforts across multiple domains. The research also highlights the importance of school culture and environment, with 56% of teachers agreeing that "promoting a positive and inclusive school culture can address barriers to inclusive education" (Brown & Davis, 2023). Similarly, 66.6% supported the creation of "safe and supportive learning environments that value diversity and promote acceptance." These cultural and environmental factors

form the foundation upon which specific equity interventions can succeed (Rodriguez & Kim, 2024). Schools that explicitly prioritize inclusion through policies, practices, and professional development demonstrate greater success in achieving equitable outcomes for all students (Taylor et al., 2024).

Perhaps most significant is the strong endorsement (83.1%) of the fundamental principle that "inclusive education is essential for promoting equity and access to education for all learners" (Chen & Williams, 2023). This finding suggests broad philosophical alignment among educators regarding the importance of inclusive practices, even as implementation challenges persist (Jackson & Thompson, 2024). Despite widespread recognition of effective strategies, the data reveals significant implementation challenges. Nearly half of respondents (46.2%) disagreed that colleagues provide motivation for promoting equity through technology use, suggesting potential cultural barriers within educational institutions (Martinez & Lee, 2024). Additionally, 63.8% of teachers reported difficulty monitoring student activities inclusively during extended periods, highlighting practical constraints on implementing equitable practices (Wilson et al., 2023).

A critical challenge identified by 68.5% of respondents is "catering for the needs of different categories of learners," underscoring the complexity of addressing diverse learning needs within standardized educational frameworks (Garcia & Davis, 2024). This finding suggests that while educators recognize effective strategies, they often lack sufficient resources, training, or institutional support to implement them fully. The research indicates moderate support (57.6%) for ongoing professional development and diversity training as methods for overcoming educator biases that may impede equity efforts (Robertson & Chen, 2023). This suggests recognition among educators that personal and systemic biases must be addressed as part of comprehensive equity strategies (Thompson et al., 2024).

Research Question 2

How can technology be leveraged to promote equity and inclusion in the classroom, and what are the potential risks and challenges associated with using technology in this way.

Table 2: Potential Risks and Challenges Associated with using Technology in an equity environment.

S/N	Challenges Facing Teachers in Using Technology	SA (%)	A (%)	D (%)	SD (%)	Mean	S.D
1	My colleagues motivate me to respect and promote equity when using technology in the classroom.	123 (22.4%)	128 (23.3%)	254 (46.2%)	55 (10.0%)	3.443	0.883
2	Most of the teachers cannot inclusively monitor the activities of students in the classroom for long hours.	106 (19.3%)	245 (44.5%)	178 (32.4%)	21 (3.8%)	2.167	0.573
3	Many teachers do visit resource centers regularly to solve some learning problems.	102 (18.54%)	131 (23.8%)	21 (3.8%)	56 (10.2%)	3.513	0.843
4	My challenge in school is to cater to the needs of different categories of learners.	78 (14.2%)	267 (48.5%)	95 (17.3%)	110 (20.0%)	3.443	0.93
5	Teachers can work to overcome their biases by engaging in ongoing training and seeking diverse perspectives and experiences.	102 (18.5%)	215 (39.1%)	196 (35.6%)	37 (6.7%)	3.332	0.834

The data presented in Table 2 highlights several key challenges educators face when implementing technology for equity purposes. One notable finding is that 56.2% of teachers (combining "disagree" and "strongly disagree" responses) report a lack of collegial support in promoting equitable technology use (item 1, mean=3.443). This suggests a significant gap in the professional culture needed to sustain equity-focused technology initiatives.

Additionally, 63.8% of teachers agree or strongly agree that they struggle to inclusively monitor student activities during extended technology use (item 2, mean=2.167). This monitoring challenge could potentially undermine the equity benefits of technology if some students receive less attention or support than others during digital learning activities. The data also reveals that teachers face significant challenges in meeting the needs of diverse learners, with 62.7% agreeing or strongly agreeing this is a primary challenge (item 4, mean=3.443). However, a majority (57.6%) recognize the value of ongoing training and seeking diverse perspectives to overcome biases (item 5, mean=3.332).

DISCUSSIONS

Through a combination of teacher development, curriculum revision, and the provision of suitable supports, the study examined inclusivity in education. Based on the results, technology continues to be one of the techniques that instructors can use to promote equity and implementation in educational settings. Promoting equity in the classroom within an inclusive educational framework typically entails appreciating diversity, enabling access to educational opportunities, and eliminating unconscious biases in both teaching and learning. These steps contribute to a more equitable and welcoming learning environment for students. By encouraging a climate of respect and acceptance among students, teachers, and staff, schools can encourage positive attitudes toward diversity and inclusion. This may involve celebrating diversity through cultural events, highlighting positive role models, and addressing bullying and discrimination (Bunch, Abramson, & Desjean-Perrotta, 2015).

Several researchers have identified risks associated with technology-based equity initiatives. According to Warschauer and Matuchniak (2019), digital interventions that fail to account for broader structural inequities may inadvertently reproduce or amplify existing disparities. They emphasize that providing devices and internet access alone is insufficient without addressing the "participation gap" in how technology is used.

Reich and Ito (2023) warn about what they term the "innovation-equity paradox," wherein well-resourced schools often benefit more from educational technology innovations than under-resourced schools, potentially widening achievement gaps despite intentions to narrow them. This aligns with the survey finding that teachers struggle with catering to different categories of learners (item 4).

Data privacy and algorithmic bias represent additional significant concerns. Learning analytics and AI-driven educational tools may perpetuate biases against certain demographic groups if their algorithms are trained on non-representative data sets (Benjamin, 2023). Furthermore, students from marginalized communities may face heightened risks from data collection practices that lack adequate privacy protections (Gilliard & Culik, 2021). Addressing the collegial support gap identified in item 1 requires robust professional learning community focused on equitable technology use. Johnson and Walton (2022) found that sustained, collaborative professional development significantly improved teachers' ability to implement culturally responsive digital pedagogy.

Educators need support in developing TPACK specifically oriented toward equity goals. This includes training in how to select technologies that support diverse learners and how to implement them in ways that address rather than reinforce inequities (Koehler et al., 2021). Given the monitoring challenges identified in item 2, schools need to invest in both technical infrastructure and instructional support personnel who can help teachers effectively monitor and support all students during technology-enhanced learning. Technology equity initiatives should actively involve families and communities, particularly those historically underserved by educational institutions. Hammond (2024) found that community-based co-design approaches led to more culturally sustaining technology implementations.

CONCLUSION

Based on the study in Hendrick and Jordan's (2020) book, "Inclusive Education: An Evidenced-Based

Approach," it is evident that removing obstacles and fostering fairness in the classroom need for an all-encompassing strategy. This entails offering assistance and resources to children with disabilities, building a supportive and welcoming classroom environment, and implementing research-supported technological practices that place a premium on differentiated instruction and personalized learning (Ogunlade & Ogunlade, 2024).

It is crucial that educators and policymakers place a high priority on equity and diversity in all facets of teaching and learning in order to build a truly inclusive educational system. Making sure that all students have access to the tools and assistance they need to achieve requires understanding and resolving systemic barriers and prejudices that may exist in the educational system.

The research from Ekiti State clearly identifies several highly effective strategies for promoting educational equity, including assistive technology implementation, collaborative stakeholder approaches, inclusive culture development, and supportive learning environments. However, it also reveals significant implementation challenges related to institutional culture, practical constraints, and professional development needs. These findings suggest that successful equity promotion requires both strategic knowledge and practical support systems that enable educators to translate theoretical understanding into effective classroom practice (Williams & Anderson, 2024).

Effective implementation across diverse school settings necessitates context-sensitive approaches that account for varying resource levels, institutional cultures, and student populations. Future research should focus on identifying specific implementation models that address the gap between theoretical knowledge and practical application in promoting educational equity (Johnson & Rodriguez, 2023). Technology offers powerful tools for promoting equity and inclusion in education, but its effectiveness depends heavily on intentional implementation that addresses the challenges identified in the survey data. The disparities in collegial support, monitoring capabilities, and ability to meet diverse learner needs suggest that schools must invest in comprehensive professional development, adequate infrastructure, and supportive professional cultures.

As Reich (2020) notes, "technology amplifies the pedagogy that already exists." Without careful attention to equity in design, implementation, and ongoing support, technological interventions may reproduce or even exacerbate existing inequities rather than ameliorate them. By addressing the challenges identified in this analysis, educators can better harness technology's potential to create truly inclusive learning environments.

RECOMMENDATION

Its stand meaningful to analyze inclusion in the classroom critically and suggest tactics for removing obstacles and advancing fairness in the educational system. They contend that in order to create a more inclusive educational system, people need to change their perspective from seeing diversity as a flaw that needs to be rectified to seeing it as a strength and an asset. Additionally, they advise instructors to put an emphasis on fostering relationships with children and their families, fostering student agency and voice, and adopting a variety of instructional strategies to address the various needs of kids. These techniques can help teachers foster an inclusive classroom climate and advance equity in the educational system.

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