

Inclusive Education and Learner Diversity: A Psychological Perspective on Classroom Adaptation

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Abstract: *Inclusive education has become a global priority in contemporary educational discourse due to increasing learner diversity within classrooms. However, the success of inclusive education largely depends on the availability of specialized human and material resources, as well as the capacity of the learning environment to respond to individual differences among learners. This paper, therefore, examines inclusive education and learner diversity from a psychological perspective on classroom adaptation. It highlights the need for teaching practices that accommodate the diverse characteristics of learners in contemporary classrooms. Modern educational settings consist of students who differ in cognitive abilities, learning styles, socio-cultural backgrounds, emotional development, and physical abilities. These differences present significant challenges for teachers who must design. Drawing from key psychological perspectives, the study discusses how constructivist learning theory, behavioural learning theory, humanistic learning theory, and existential theory provide a theoretical basis for inclusive educational practice. These theories collectively emphasize the importance of active learner participation, motivation, social interaction, emotional well-being, and individual potential in the learning process. The paper also identifies classroom adaptation strategies that support inclusive education, including differentiated instruction, flexible grouping, scaffolding, adapted instructional materials, inclusive assessment practices, and the use of assistive technologies. Furthermore, the study highlights major challenges to inclusive classroom adaptation such as inadequate teacher preparation, limited instructional resources, large class sizes, rigid curricula, and weak policy implementation. The paper concludes that inclusive education can only be effectively realized when psychological principles of learning are integrated into classroom practice.*

Keywords- inclusive education; learner diversity; classroom adaptation; educational psychology; inclusive pedagogy

1. INTRODUCTION

The importance of education in the development of an individual's cognitive, affective and psychomotor domains cannot be overestimated. Education stimulates intellectual growth by developing learners' abilities to think critically, analyses information, solve problems and apply knowledge in practical situations. Individuals acquire the capacity for reasoning, creativity and independent judgment through organized instruction and meaningful learning experiences. Educational processes encourage empathy, respect, discipline and tolerance, which help individual learners internalize positive values that shape their interactions with others. Through activities such as vocational training, laboratory experimentation, artistic expression and sports, education enables individuals to develop coordination, manual dexterity and technical competence. Reference [1] affirmed that when these three domains are effectively integrated, education produces balanced individuals who possess intellectual capability, emotional maturity and practical skills required for meaningful participation in society.

Linking from the forgoing, education occupies a central position in shaping individuals into socially responsible and conscious members of society. Educational cultivates civic awareness, ethical behaviour and a sense of responsibility towards others. Through exposure to knowledge about social norms, laws, governance and human rights, individuals become better equipped to make informed decisions that promote social harmony and justice [2]. Furthermore, the influence of education extends beyond individual development to the broader transformation of society. A society that invests meaningfully in education is better positioned to achieve cultural, economic, technological, scientific and aesthetic advancement.

In light of these significant contributions, educational systems across the world encourage the provision of equitable learning opportunities for all learners, irrespective of their abilities, cultural backgrounds, socio-economic status or learning differences. Contemporary educational discourse acknowledges that diversity is an inherent characteristic of modern classrooms and that educational system must adapt to accommodate such diversity. This perspective has led to the global adoption of inclusive policy, which affirms that all learners should be able to participate meaningfully in mainstream educational settings with appropriate support. Reference [3] explained that inclusive education recognizes that barriers to learning sometimes arise not from learners' differences, but from rigid educational structures that fail to accommodate diversity.

In today's classroom, learner diversity has become a prominent characteristic. This reflects a broad range of individual differences that students bring into the learning environment. Individual differences among learners vary significantly in terms of intellectual capacity, cultural orientation, linguistic background, preferred learning approaches, and socio-emotional development. These differences influence how they engage with instructional content and classroom interactions. Owing to this diversity, teachers are confronted with the challenges of designing and implementing teaching strategies capable of accommodating multiple learning

needs within a single classroom setting. This is because, the traditional teacher-centred instructional strategies have become less effective in addressing the realities of heterogeneous classrooms. As a result, educational psychology advocates for responsive teaching practices that recognize individual differences and support flexible learning pathways for students [4].

In psychology, the concept of inclusive education is rooted in the principle that emphasizes that learners differ in their intellectual abilities, emotional development, learning styles, and social backgrounds. For instance, education focuses on understanding how people learn and how educational settings and practices can be optimized to facilitate effective learning and development [5]. Educational psychology emphasizes that effective teaching must take cognizance of these differences and provide learning opportunities that enable every child to participate meaningfully in the classroom. Thus, inclusive education reflects a learner-centred philosophy which holds that all learners, including those with disabilities or special learning needs, are capable of learning when the learning environment is supportive and responsive to their individual characteristics. From this perspective, the classroom becomes a social and psychological environment where teachers adapt their instructional methods, communication patterns, and assessment strategies to accommodate diverse learners [5].

The concept of inclusive education is consistent with major theories of learning, motivation, and social interaction in educational psychology. For instance, constructivist learning theory proposes that learners actively construct knowledge through interaction with their environment and through collaboration with others. Inclusive classrooms encourage cooperative learning, peer tutoring, and shared problem-solving, thereby allowing learners with different abilities to contribute to the learning process while benefiting from one another's experiences. Socio-cultural theories of learning also emphasize the importance of social interaction, guided participation, and the supportive role of teachers and peers in cognitive development. Reference [6] notes that when learners feel accepted and valued within an inclusive environment, their sense of belonging increases, which in turn strengthens their motivation to learn.

1.1 Statement of the Problem

Modern classrooms are increasingly characterized by learner diversity, as students differ widely in their intellectual abilities, learning styles, cultural orientations, language backgrounds, and socio-emotional needs. Ideally, such diversity should enrich the learning environment and encourage teaching approaches that are flexible, responsive, and supportive of individual differences. Educational psychology strongly emphasizes that effective learning occurs when teaching practices acknowledge these differences and provide opportunities for all learners to engage meaningfully in the learning process. However, the realities observed in many classrooms appear to contradict these ideals.

In practice, many classrooms still operate within traditional teaching frameworks that assume that all learners learn in the same way and at the same pace. Instruction is often delivered through uniform teaching methods, standardized learning materials, and rigid assessment procedures that do not adequately account for individual differences among learners. As a result, students who learn differently or who require additional support often struggle to participate actively in classroom activities. Some learners become passive observers rather than active participants in the learning process, while others gradually lose motivation and confidence in their academic abilities. These situations raise serious concerns about the effectiveness of classroom practices in responding to learner diversity and promoting genuine inclusion.

The researcher observed that the practical implementation of inclusive education policy in the classroom remains inconsistent and sometimes superficial, despite its recognition in the National Policy on Education (NPE, 2013 Edition). Many teachers appear to face difficulties in translating the principles of inclusive education into practical classroom strategies that address the psychological and learning needs of diverse students. In some cases, limited awareness of psychological principles related to learning, motivation, and social interaction makes it difficult for teachers to design classroom environments that support participation for all learners. Consequently, a gap continues to exist between the ideals of inclusive education and the realities of classroom practice. It is this observable gap that has prompted the present study, which seeks to examine inclusive education and learner diversity from a psychological perspective, with particular attention to how classroom practices can be adapted to accommodate and support the diverse learning needs present in contemporary classrooms.

1.2 Objectives of the Study

The following objectives guided this study:

1. To examine the psychological foundations that underpins inclusive education and their relevance to accommodating learner diversity in contemporary classrooms.
2. To identify classroom adaptation strategies that teachers can implement to support the diverse cognitive, emotional, cultural, and physical needs of learners in inclusive educational settings.
3. To determine the major challenges that hinders the effective adaptation of inclusive classroom practices and to explore implications for educational policy and teacher professional development.

2. LITERATURE REVIEW

2.1 Inclusive Education

According to [7], the concept of inclusion refers to a child's entitlement to participate in educational activities and the school's responsibility to nurture the child. Inclusive education is an educational programme that ensures that all learners, regardless of their physical or intellectual abilities, social backgrounds, gender, or cultural identities, learn together in the same classroom while receiving the support they need to meet their individual learning needs. It is rooted in the principle that education is a fundamental human right and that every child should have equal access to quality learning opportunities within the regular school system. Rather than separating learners with disabilities, inclusive education emphasizes the restructuring of schools, curricula, teaching methods, and assessment practices so that they accommodate the diversity of learners [6].

An inclusive educational programme is not solely about physically placing learners with diverse needs in the same classroom. It involves creating supportive learning environments where every learner feels valued, respected, and capable of achieving academic success. In an inclusive classroom, teachers are expected to adopt student-centred instructional strategies that address various cognitive, emotional, and social needs. Inclusive education also promotes positive social interaction among learners, helping to foster empathy, mutual respect, and a sense of community within the classroom. Reference [8] emphasized that inclusive education advances social justice, reduces educational discrimination, and supports the holistic development of learners by ensuring that schools become environments where diversity is recognized as a strength rather than a barrier to learning.

2.2 Learner Diversity in the Classroom

Naturally, the classroom is a learning environment that welcomes individuals with diverse characteristics and backgrounds. Classrooms are rarely homogeneous; rather, they consist of learners who bring varied experiences, strengths, and challenges into the learning environment. Learner diversity in the classroom refers to the broad range of differences that exist among learners. Learners in a classroom differ in terms of their physical abilities, intellectual abilities, learning styles, socio-cultural and religious backgrounds, socio-economic status, interests, and psychological well-being [4]. These differences influence how they receive, process and retrieve information, interact with the teacher and peers, and respond to instructional strategies. Teachers need to recognize learner diversity because it enables them to design teaching methods that can accommodate different learning needs and promote equal opportunities for participation and achievement.

Forms of Diversity among Learners

The major forms of learner diversity commonly found in classrooms include the following:

- 1) **Intellectual Diversity:** This refers to the differences in the intellectual abilities, reasoning skills, memory capacity, and problem-solving abilities of learners in the classroom. Reference [6] explains that some students may grasp concepts quickly and demonstrate advanced analytical skills, while others may require more time, guidance, and repetition to understand the same material. Intellectual diversity also includes the presence of gifted learners as well as learners with intellectual disabilities or learning difficulties.
- 2) **Learning Styles:** Learning styles diversity denotes the preferred ways by which students process, comprehend, and retain academic information. Individual learners have preferred ways of receiving, processing, and retaining information, categorized into visual, auditory, and kinaesthetic learning style. Reference [4] states that these differences underscore the need for teachers to adopt different instructional strategies that engage learners through multiple approaches.
- 3) **Cultural Diversity:** Classrooms are made up of learners from different cultures with diverse traditions, beliefs, values, and social practices. Students bring different cultural experiences from their families and communities into the classroom, and these experiences influence their attitudes towards learning, communication styles, and interactions with teachers and peers. Teachers who recognize cultural diversity can create more inclusive classrooms by respecting the cultural identities of learners.
- 4) **Language Diversity:** Because learners come from different cultural and ethnic background, the classroom environment is made up of learners who speak different languages, dialect and possess varying levels of proficiency in the language of instruction. Nigeria is a multilingual society, and as such, students whose language differs from the teaching language will struggle to fully understand classroom instruction. This situation can affect participation, comprehension, and academic performance. In this regard, [6] recommended that teachers adopt supportive language strategies, such as clear explanations and interactive communication, to enhance understanding among linguistically diverse learners.
- 5) **Socio-Economic Diversity:** This refers to differences in learners' family income levels, parents' occupational and educational status, and access to learning materials. Socio-economic status of families is determined on the basis of the parents' income, occupation, educational level, residential area and family structure [9]. Learners from economically

privileged homes are likely to have more limited access to books, learning materials, or assistive technologies that enhance learning than those from economically disadvantaged backgrounds.

- 6) **Ability and Disability Diversity:** Learners differ significantly in physical, intellectual, emotional and psychological conditions. Some classrooms may have students with visual impairment, hearing impairment, physical disabilities, autism spectrum conditions, or other special educational needs. According to inclusive educational policy, learners should not be excluded from regular classrooms but should instead receive appropriate support, assistive technologies, and adapted teaching strategies that enable meaningful participation in learning activities.
- 7) **Behavioural Diversity:** Emotional stability, temperament, and behavioural patterns are also areas in which learner diversity is evident. Some learners demonstrate high levels of self-concept and self-confidence and engage actively in social interactions, whereas others may display withdrawal, anxiety, shyness, or behavioural difficulties that can influence their level of participation in classroom activities. It therefore becomes imperative for teachers to promote a positive classroom climate that supports emotional well-being, encourages cooperation, and helps learners develop healthy social relationships.
- 8) **Interest and Motivation Diversity:** Learners differ significantly in their interests and motivation toward learning. These variations in interest, talent, and motivation influence students' levels of academic engagement and ultimately affect their learning outcomes. While some students demonstrate strong interest and motivation toward academic activities, others display a lackadaisical attitude toward study, which may negatively influence their academic performance.
- 9) **Developmental Diversity:** Developmental diversity refers to differences that exist among with respect to stages of physical, intellectual, and emotional development. Students vary significantly in terms of maturity, readiness to learn, and social competence, even within the same age group. Consequently, teachers need adequate knowledge of developmental differences among learners to employ developmentally appropriate teaching strategies that align with learners' stages of growth and readiness for learning.

2.3 Psychological Foundations of Inclusive Education

In psychology, theories abound that explain how learners develop, interact, and acquire knowledge within diverse learning environments. The principle of psychology of learning recognizes the differences that exist among learners in terms of intellectual ability, motivation, emotional intelligence, social interaction, and learning pace. Thus, educational psychology encourages that teaching practices must be structured to accommodate these individual differences so that every learner can participate meaningfully in the learning process. Although several theories in psychology provide understanding of principles underlying inclusive education, this paper examines constructivist learning theory, the humanistic learning theory, the behavioural/learning theory and existential theory.

Constructivist Learning Theory: Constructivist learning theory is associated with the works of Jean Piaget (1954) and Lev Vygotsky (1978), who argued that knowledge develops through active cognitive engagement and social interaction [10]. Constructivist learning explains that learning occurs when learners actively construct knowledge through interaction with their environment, experiences, and social relationships rather than merely receiving information passively from the teacher. While Piaget explained that learners develop understanding through processes such as assimilation and accommodation as they interact with new experiences, Vygotsky stresses the importance of social interaction and guided learning through his concept of the Zone of Proximal Development. Vygotsky maintained that learners achieve deeper understanding when supported by teachers or more capable peers.

This theory assumes that learning is a dynamic and participatory process in which learners build meaning by connecting new information to prior knowledge through exploration, dialogue, and reflection. From inclusive education perspective, this theory suggests that classroom practices should encourage collaboration, peer learning, and active participation among learners with diverse abilities and backgrounds. Inclusive classrooms provide opportunities for learners to engage in cooperative learning, shared problem-solving, and meaningful dialogue, thereby enabling each learner to contribute to the learning process according to their abilities while benefiting from the experiences of others [11].

The Humanistic Learning Theory: Notable proponents of this theory are Abraham Maslow and Carl Rogers. Reference [7] explained that this theory is hinged on the premise that in every human person, there is an active force (anergia, organismic or propensity) towards self-actualization, towards being all that one can, and that it is the environment that nurtures the individual into what he becomes. With respect to learning, humanistic learning believes that effective learning occurs when learners feel valued, respected, and psychologically safe within the learning environment. From Maslow's humanistic view point, individuals are motivated to learn when the needs are satisfied. Rogers on the other hand, argued that students learn more meaningfully when they are given freedom to explore ideas, express themselves, and take responsibility for their own learning in supportive environments.

Humanistic perspectives support classroom practices that promote respect for individual differences, emotional support, and equal opportunities for participation among all learners. Inclusive classrooms reflect humanistic principles by creating caring and

supportive environments where learners with diverse abilities and backgrounds feel accepted and encouraged to develop their full potential. In such environments, teachers act as facilitators of learning who nurture students' self-confidence, intrinsic motivation, and personal development, thereby ensuring that every learner is valued and supported within the educational process.

The Behavioural/Learning Theory: This theory explains learning as a change in observable behaviour resulting from interaction with the environment, through processes of stimulus, response, and reinforcement. Behaviourism or learning theory is associated with the works of John B. Watson (1913), B. F. Skinner (1953), and Ivan Pavlov (1927). These are renowned psychologists who argued that behaviour can be learned and strengthened through conditioning and reinforcement. The basic principle of behavioural learning encourages the use of structured teaching strategies, reinforcement techniques, and behaviour modification practices that help learners with diverse abilities acquire appropriate academic and social behaviours. In inclusive classrooms, teachers apply behavioural principles through praise, rewards, feedback, and structured guidance to encourage participation, improve learning engagement, and support learners who may require additional behavioural or academic support, thereby promoting a positive and supportive learning environment for all students.

Existential Theory: Viktor Frankl, Vaan Kaam, Rollo May, and Rona Laing are notable existentialistic psychologists. The existentialists believe that the nihilistic attitude of man is sometimes responsible for lack of hope in one's life and feeling of worthlessness [7]. With respect to learning, existentialism believes that learning is not only an intellectual activity but also a personal journey in which learners confront questions of purpose, freedom, and personal growth. Existential theory encourages practices that recognize each learner as a unique individual with intrinsic worth, emphasizing self-directed learning, personal responsibility, and the development of authentic human potential. Inclusive classrooms informed by existential principles encourage learners to explore their identities, express their ideas freely, and engage in learning experiences that promote personal meaning, self-reflection, and social responsibility, thereby creating environments that respect learner diversity and promote holistic development.

2.4 Classroom Adaptation Strategies for Inclusive Education

Classroom adaptation strategies for inclusive education are intentional modifications and instructional strategies that teachers implement to ensure that students with different needs can participate meaningfully and achieve academic success. Reference [12] explained that teachers in the classroom are concerned with maintaining orderliness, regulating the sequence of events and directing their own attention toward achieving educational goals. Teachers employ different strategies to promote inclusive learning environment that recognizes learner diversity, promotes engagement, and supports the holistic development of every student. Some of these strategies include the following

- 1) **Differentiated Instruction:** Differentiated instruction involves tailoring teaching methods, content, and learning activities to meet the needs of learners. Teachers can provide tiered tasks, varied questioning techniques, and multiple ways for learners to demonstrate understanding. This approach ensures that students with different academic levels and learning styles can engage meaningfully with the curriculum.
- 2) **Use of Assistive Technologies:** Assistive technologies are devices used to support learners with disabilities access learning materials and participate in classroom activities. Assistive technologies include screen readers, speech-to-text software, hearing aids, and enlarged print materials. These devices assist learners with disabilities gain independence and reduce barriers to learning.
- 3) **Flexible Grouping and Peer Support:** Flexible grouping involves organizing learners in heterogeneous groups for collaborative activities. Peer support strategies such as peer tutoring, cooperative learning, and group problem-solving help learners with diverse abilities to support one another. This promotes social interaction, engagement, and a sense of belonging [2].
- 4) **Adapted Teaching Materials:** Teachers can modify textbooks, worksheets, and other learning resources to meet the needs of learners. Adaptations may include simplified language, visual aids, manipulative, and culturally relevant examples. Such modifications ensure that all learners, including those with cognitive or language difficulties, can access and comprehend the curriculum [13].
- 5) **Positive Behaviour Support and Classroom Management:** Inclusive classrooms benefit from structured rules, routines, and positive reinforcement to encourage desirable behaviour. Teachers can use reward systems, social skills training, and clear expectations to promote engagement and reduce disruptive behaviour. Members of a classroom come in with different behavioural characteristics, which are sometimes conflicting with one another or not in congruence with the norms of the school society [2]. This contingency leaves the teachers with a herculean task of trying to maintain orderliness, carry every learner along in the learning process and stimulate their interest and motivation to learn to achieve the prime aim and objectives of the programme.

- 6) **Inclusive Assessment Practices:** For effective adjustment of learners in the classroom, assessment should be flexible and allow learners to demonstrate understanding in diverse ways. Examples include oral presentations, project-based assessments, portfolios, and practical demonstrations. Inclusive assessment ensures that learners' strengths are recognized and that testing does not disadvantage students with different learning needs.

2.5 Challenges to Inclusive Classroom Adaptation

- 1) **Policy Commitment versus Implementation Capacity:** One major problem frustrating the practice of inclusive education in Nigeria is the significant gap between policy commitment and implementation. Policy commitment refers to the formal dedication and demonstrated intention of the government or relevant authorities to promote inclusive education through official policies, laws, and policy documents. When there is a government policy commitment, it signals readiness to address barriers to the effective implementation of an inclusive education programme. Policy commitment, therefore, presents inclusive education as an important educational goal captured in national policy documents and strategic plans.
- 2) **Teacher Preparedness and Professional Competence:** another challenge to inclusive classroom adaptation is teacher preparedness and professional competence. The level of preparedness and competence of the teachers can either make or mar the success of inclusive education in any clime. Teacher preparedness refers to the level of his readiness, professional competence, and capacity to effectively prepare, organize, and deliver instruction in a manner that meets the diverse learning needs of students. It involves adequate knowledge of subject-matter, possession of effective classroom management strategies, and the ability to apply appropriate teaching methods that promote meaningful learning outcomes. Teacher preparedness cut across the quality of professional training, practical teaching experience, and continuous professional development that enable teachers to respond effectively to classroom challenges and support students' academic and socio-emotional development. In inclusive education policies, teachers are expected to possess adequate knowledge, skills, and attitudes required to assist learners within mainstream classrooms achieve learning objectives. However, the situation in Nigerian primary schools seems to be totally different, as most teachers lack adequate training in special education or autism-specific teaching strategies. Due to Nigeria's high unemployment, many graduates with little or no professional training in teaching take up teaching positions to make ends meet, thereby contributing to the influx of unqualified teachers in the school system. A study by [14] revealed that teachers in Nigeria lacked the awareness and understanding of autism, which has affected their ability to support autistic learners in classrooms. Reference [15] also observed that many teachers expressed doubt about how to adapt teaching methods to accommodate learners with developmental disorders.
- 3) **Curriculum Flexibility and Classroom Pedagogy:** Aside policy commitment versus implementation capacity, teachers' readiness and professional competence, the role of curriculum flexibility and classroom pedagogy in the successful inclusion of learners with autism cannot be over-estimated. The principles of inclusive education encourage the use of flexible curricula that can accommodate different learning styles and developmental needs every learners. Learners with disabilities are exposed to individualized education, structured learning environments, visual supports, and opportunities for sensory regulation. But curriculum in Nigeria has been severely criticized for being rigid, examination-centered, and content-driven. This situation creates avoidable challenges for learners with disabilities who sometimes, require alternative learning methods and pacing. Reference [16] observed that many Nigerian schools adopt standardized instructional practices that leave little or no room for adaptation to meet individual differences among pupils.
- 4) **Societal Attitudes:** The attitudes of members of society towards individuals with disability significantly influence the outcome of inclusive education policies. The successful implementation of inclusive policy is not solely dependent on structural and pedagogical factors, but also influenced by the attitudes and belief systems held by members of a given society regarding disability, as well as the availability of support services within communities. In most African societies, including Nigeria, disabilities are poorly understood and sometimes associated with supernatural forces. A study by [17] acknowledged that many parents face different challenges in Nigeria trying to access appropriate educational services for their children with autism as a result poor enlightenment and social stigma surrounding developmental disorders. These negative attitudes from members of society are reflected in the classroom, in regards to the implementation of inclusive education policies.
- 5) **Large Class Sizes:** Overcrowded classrooms make it difficult for teachers to provide individualized attention or implement inclusive strategies such as scaffolding, peer support, and differentiated instruction. High student-teacher ratios reduce opportunities for personalized learning and may lead to some learners being left behind, particularly those with learning challenges

3. IMPLICATIONS FOR EDUCATIONAL PRACTICE

The implications of this paper for educational practice lie in its role in creating classrooms that respond effectively to the varied needs of learners. Some of its identified implications are as follows:

- 1) Teachers should adopt strategies such as differentiated instruction, scaffolding, and flexible learning activities to address the diverse abilities, interests, and learning styles of students. This ensures that every learner, including those with disabilities or special needs, can participate meaningfully in classroom activities and achieve learning outcomes.
- 2) The study implies that continuous professional development is essential, focusing on inclusive pedagogy, classroom adaptation strategies, and the psychological principles of learning. Well-trained teachers are better equipped to implement strategies that accommodate diverse learning needs and foster equitable participation.
- 3) Classroom adaptation is enhanced when teachers have access to assistive technologies, adapted teaching materials, and resources that support learners with different abilities. Thus, schools should invest in these tools to reduce learning barriers and promote independence, particularly for students with sensory, physical, or cognitive challenges.
- 4) Teachers should foster collaboration, peer support, and positive behaviour reinforcement to encourage all learners to participate actively. Such environments enhance both social and academic development, ensuring that learners feel valued and respected.
- 5) Assessment strategies should be diversified to allow learners to demonstrate their understanding in multiple ways, such as oral presentations, projects, or portfolios.
- 6) Teachers should contextualize learning materials to reflect learners' cultural, linguistic, and social backgrounds, making content more relatable and comprehensible.
- 7) Schools and education authorities must provide funding, resources, and guidance to ensure the implementation of inclusive education. Supportive policies create an enabling environment for teachers to apply psychological principles in classroom adaptation and effectively manage learner diversity

4. CONCLUSION

The discourse on inclusive education and learner diversity from a psychological perspective on classroom adaptation has revealed the necessity of creating learning environments that recognize and accommodate the diverse characteristics of learners. Contemporary classrooms are increasingly heterogeneous, consisting of students who differ in intellectual ability, learning styles, cultural backgrounds, language proficiency, socio-emotional development, and physical abilities. These differences make it imperative for teachers to move beyond traditional one-size-fits-all instructional approaches and adopt flexible teaching strategies that respond to individual learner needs. The discussion has shown that inclusive education is not merely about placing all learners in the same classroom but about ensuring that appropriate instructional practices, learning resources, and supportive classroom climates are established to enable every learner to participate meaningfully and achieve academic success.

From a psychological standpoint, inclusive education is supported by major theories of learning and human development, including constructivist learning theory, behavioural learning theory, existential theory and humanistic learning theory. These psychological perspectives reinforce the idea that effective learning occurs in environments where learners feel valued, motivated, and supported. However, the discussion reveals that the effective adoption of inclusive classroom practices is hindered by several challenges. These challenges can limit teachers' ability to adapt instruction and create learning environments that accommodate the diverse needs of learners.

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