Inclusive Marketing Strategies in Higher Education: Enhancing Access for Students with Disabilities

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ABSTRACT:

The present research investigates policies of inclusive marketing as one way of enhancing access of the students with disabilities in higher education institutions. The research focuses on the accessibility of communication, the use of communication digital platforms and AT, the accessibility of promotional campaigns and how these impacts on the accessibility of education, student satisfaction, participation and perception of inclusion. Questionnaire with a structured questionnaire was used in quantitative research, which was given to 170 students with disabilities from the various higher education institutions. The data collected were analyzed descriptively, reliability, correlation and regression in SPSS. It indicates that there were positive and significant relationships among inclusive marketing strategies and accessibility outcomes. The research found that improvement in the learning process and in students' attitude towards the process of learning are significantly better if it is possible to access digital platforms, communicate appropriately, and use assistive technologies (AT). The results further showed that use of inclusive promotional campaigns has a positive impact on students' sense of belonging and inclusion of their institutions. The study concludes that inclusive marketing practices are important to the development of equitable and accessible learning spaces for students with disabilities. The research reinforces the value of taking a whole-of-

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university approach to the issue of inclusion, which is essential to enable access, equality and student success.

Keywords: Inclusive Marketing, Higher Education, Students with Disabilities, Educational Accessibility, Digital Accessibility, Assistive Technologies.

1. Introduction

Access to social mobility, brain building and career enhancement (Leng, 2025) are all seen to be dependent on higher education. The universities/colleges are expected to provide equal opportunities to all learners taking their classes while at the same time, not compromising the body, senses, cognition or psyches of their learners (Major & Weiner, 2021). Nevertheless, students with disabilities still face many difficulties to access HEIs all over the world (Aithal & Maiya, 2023). These sort of barriers come in the shape of physical barriers, communication barriers, inaccessible digital platforms, discriminatory attitudes, and lack of institutional support/barriers (Nirmani, 2025). The significance of inclusion/diversity in an education setting has been recognised over the past few years (Botelho, 2021). This has contributed to the need for inclusive marketing for students with disabilities to create conducive learning environments that do not exclude, ignore and marginalize learning children with disabilities, but represent and assist them in learning process (Raihan et al., 2025). The Inclusive marketing in the realm of Higher Educational Institutions (HEIs) is aimed at building trust among HEIs, equal opportunity in participating and comfortable communication between different types of students (Djatmiko et al., 2025). It has highlighted that a traditional route of promotion is not working for higher education institutions as they need to adopt strategies that genuinely respond to the needs and expectations of students with disabilities (Partington, 2019).

In the era of digital technology, universities have now adapted to new approaches that allow them to reach their students (Nguyen et al., 2024). The admission process is now conducted through online platforms, the public is informed about the courses offered, courses are promoted online, virtual tours are introduced and students are embarked on various activities (Ayeni et al., 2024). As a result of digital transformation, our world has become more convenient and more accessible, but it also has shown us the accessibility issues it brings to the world for students with disabilities (Kipnis et al., 2021). Many popular universities have yet to make their websites accessible with tools like screen reading software, speech recognition software, captioning software, and/or alternative navigation devices (Payne et al., 2023). The challenge for some pupils who have visual, hearing, learning and mobility impairments is in accessing key information in school. Accessible digital materials may be lacking so that students can be dissuaded from applying to a school or from a broader engagement in educational opportunities (O'Brien & Cooney, 2025). Therefore, inclusive marketing strategies should according to the authors of Pregowska et al. (2021) pay attention to digital accessibility to ensure the understanding and accessibility of the institutional communication to all learners. Applying easy to use digital practices will enable schools to enhance their students' learning processes, and will show school's social responsibilities and equity in their practices (Zhou, 2024).

Moreover, inclusive marketing is an important determinant in the attitude and perception of the educational community towards the disability (Kulkarni & Iyer, 2023). In higher education, where the proportion of disabled students is substantially smaller than in secondary, the tendency historically has been that there has been little attention paid to them in marketing campaigns or their poor representation (Rivera et al., 2020). Exclusion can lead to feelings of isolation and continue the stereotypes about the capacities of persons with disabilities. With the new inclusive marketing, original and positive representation of students with

a disability is added to institutional branding and advertising, website, brochures and social media campaigns (Moriuchi, 2023). Representation is important as it helps pupils imagine they contribute to the school and into the school's education (Nino et al., 2024). The treatment of the stories of disabled learners and their achievements, along with recording disabled learners' involvement, can set the tone of acceptance and belonging in the universities that is needed (Babayemi et al., 2021). Changes in communication or language of the institution is another point of the inclusive communication strategies, sourcing alternative communication materials such as captioning, Sign language interpretation, Audio recording and Simple text (Farhan & Razmak, 2022). Practices like this contribute to increased inclusiveness of the University and strengthening the university-student relations with different groups of students.

There is a close relationship between the issues of education policies and international human rights (IHR), and a role of IHR in the importance of inclusive education (Jacob et al., 2024). Governments, Education and Institutions globally have regulatory and guidance requirements to support accessibility and the inclusion of disability. The development of policies relating to Universal Design for Learning (UDL) and assistive technology services (ATS), and inclusive pedagogical orientations, has led to the rethinking of the policies for communication and engagement of institutions (Trkulja et al., 2024). They have also catered to these larger education trends with a focus on making institutional outreach services accessible, participatory and inclusive (Kamran et al., 2023). Furthermore, new technologies like automatic captioning systems, AI systems, adaptive learning systems, virtual reality and others will offer new opportunities for the enhancement of accessibility in HE (Cerna et al, 2021). Institutions that are able to adapt to new technology and implement marketing strategies that will be inclusive will fair better in attracting and retaining students with disabilities. They start to provide learning opportunities and improve institutional reputation, satisfaction and academic outcomes (Kenny et al, 2023).

While there has been an increase in awareness about inclusion, there remains a challenge for many HE institutions in respect of inclusion in marketing (Ainscow, 2020). Some of these problems, such as finances, technical, staff training and awareness, exist in this field and still have to be addressed today. Accessibility is often seen as an afterthought when planning institutions, and not as a part of the institutional planning and communication (Mezzanotte, 2022). Hence, disability discrimination and lack of equitable access to the school for pupils with disabilities will likely persist. These solutions require the involvement of students, discussions with university leaders and policy makers, teachers, marketers, and disability advocates. Strategies need to be holistic and include accessibility as a component to all marketing, communication and student engagement activities (Medina-García et al., 2020). The research paper deals with the problems of inclusive marketing in higher education and the different ways that can be used to help improve access for a group of students with disabilities called digitally included students with disabilities (SWD) (Alanazi & Benlaria 2024). In addition, the current study explores the main problems faced by student with disabilities and its supporting technology for inclusiveness and the measures which educational institutions need to take to build a place of inclusiveness and accessibility for all (Tiasakul et al., 2024).

2. Literature Review

Filippou, et al. (2025) on inclusive policies and practices in higher education institutions over 2001-2021. From the main academic databases forty-three (43) studies were identified and reviewed. It was found that the attention paid to the studies of inclusion in higher education is gradually being attended to by the policy, curriculum design, teaching and accessibility aspects. A significant focus of the study was the importance of learner-centred curriculum, flexible assessment, differentiated teaching and emphasis on the physical and social, as well as digital, environment that is accessible to learners. The review led to a holistic framework on inclusive H.E. creation, as well as implications for future research and institutional practices.

Oswal et al. (2025) carried out a systematic review about inclusive education practices for Students of Determination (SoD) in Higher Education Institutions (HEIs) in United Arab Emirates (UAE). 41 peer reviewed studies were used in the compilation of the review and four aspects of inclusive education were identified: instructional practices, assistive technologies, faculty training and institutional support. The study identified some issues namely, lack of proper training among teachers, conflicting rules and regulations of the institutions and lack of ease of access to the institutions. The findings showed that assistive technology positively influences student's inclusion, but the use of these technologies was not as extensive as is possible because of the infrastructure and training. The authors proposed a holistic approach involving research in formulating a national strategy, and a longitudinal study to improve learning and social inclusion results of SoDs.

Oktamovna et al. (2024) discussed problems and solutions for inclusive higher education. The study highlighted that inclusive higher education is about providing students of different backgrounds equal learning opportunities as well as those having disability and socio-economic problems. Lack of infrastructure, lack of teacher training, lack of AT were some of the major problems found. Some of the strategies that were identified for accessibility and inclusion in the learning environment included in the study were: Universal Design for Learning (UDL), Faculty Development Programs, assistive technologies and peer mentoring. The paper also analysed the attributes of the successful international case studies, and highlighted the policy changes and targeted support services required to enable pupils to achieve success and educate more individuals fairly.

The study undertaken by Shutaleva et al. (2023) examined teachers' competences and psychological readiness to inclusive education in schools and in higher educational institutions. The results of sociological study with 125 subjects (teachers from institutes of education of Russia) have proved that fostering inclusive education is of paramount importance due to the skills and competencies of teachers in the sphere of socio-emotional aspect of human activity. Openness, Accessibility, Partnership between teacher and students, Equality of opportunity are highlighted aspects of inclusive education revealed by the study. The authors put special stress on the correlation between inclusive education and sustainability as students' assistance.

Riedel et al., (2023). Thirty-one academic articles were examined to identify previous research on the identities examined before the study and to gain insight into the classroom practices that were successful in supporting inclusion and diversity. This study found that previous studies focused on cultural diversity in general and its implication for cultural inclusiveness. The identified areas of practice which were viewed as effective were the use of technology to enhance inclusive learning, the development of diverse and inclusive curricula, the embedding of diverse inclusion-related projects which can be integrated into the curriculum and the introduction of extracurricular activities that support learners to further develop their inclusive learning skills. Additionally, the paper proposed an agenda for future research to build upon to enhance the body of research on inclusion and diversity in marketing learning.

The study that seeks to discuss the experiences of students with disabilities in some universities in Malaysia was conducted by Yusof et al. (2020). The interviews are carried out with students and administrators and have shown that there is a need for universities to become more active in overcoming the barriers of access and participation. The findings emphasised the importance of disability support services as well as the accessibility of infrastructure, the awareness building and the development of disability friendly policies and effective logistical arrangements. The study also recommend greater funding, establishment of Offices of Disability and Universal Design (UD) and Universal Design for Learning (UDL) to be able to increase participation and inclusion in higher education.

Moriña et al. (2020) conducted interviews with 119 faculty members at 10 Spanish universities to gain insights into the attitudes of faculty towards disability inclusion in higher education. Students

nominated by other students with disabilities to practice inclusive pedagogy shared how this has impacted their professional and personal growth in a positive way. The findings highlighted the asset model in universities with emphasis on the roles of disabilities. The study identified the importance of having an inclusive attitude, a supportive classroom and school community and institutional commitment to the successful inclusion of students with disability.

Rivera et al. (2020) discussed the effects of inclusive marketing education on promoting positive attitude to a diverse workplace and inclusive environments in higher education students. The study was focused on the development and implementation of an innovative seminar for undergraduate education on inclusive marketing grounded in the work of a subject matter expert (SME) from the visual impairments community, along with university scholars. This seminar was based on social learning theory approach emphasizing on role-plays and case studies for developing students' awareness about inclusive marketing strategies and communication practices. The results indicated that inclusive marketing education can enable the professional future workers to see and accept people with disabilities as the target people and can also equip the professional with inclusive attitudes and other skills of being a leader.

Vincent and Chiwandire (2019) carried out a study on funding systems for students with disabilities in higher education settings across several countries such as the United Kingdom, the United States, Canada, Australia, South Africa and India. The research highlighted the positive relationship between disability scholarships and access and participation of students with disabilities in higher education and also identified some positive instances of supportive funding policies benefiting access or participation of student with disability in HE. Despite this, there were still a number of obstacles to overcome, such as the application procedure in practice, cuts to funding, poor level of financial support and less assistance for part-time and distance learners. The authors called for immediate changes to promote equal participation, retention, and academic achievement of students with disabilities.

Collins et al (2019) examined inclusive learning environments of students with physical disability in a university in Australia. The research involved interviews with 40 stakeholders, with the results highlighting a number of challenges to inclusive education, such as the overreliance on support resources by staff, lack of teacher training and the lack of visible disabilities in the schools, as well as the lack of integration of employability skills in education. The results underlined the need for institutional policies other than simply making accommodations for students with physical disabilities that would facilitate their professional development and working inclusion in the educational setting.

Meskhi et al (2019) has conducted a research study relating to opportunities and constraints of e-learning in HE in inclusive education. The study has shown that the use of e-learning in inclusive education is highly influenced by the social and technological maturities of the society and institutions. The authors concluded that e-learning cannot completely replace traditional learning, but can be used as a tool to support it. Institutional conditions (university and national level) were found to be essential for the success of e-learning, thus the need for collaborative efforts between inclusive education systems and e-learning strategies.

2.1 Research Gap

While there have been several studies on inclusive education and accessibility to higher education, there is little research that has studied specific issues of accessibility by means of inclusive marketing strategies for students with disabilities. The focus of past research has generally been on institutional policy, teaching, assistive technologies and physical accessibility with less focus on inclusive communication, digital marketing and promotion in HE institutions. Furthermore, there are no empirical studies that examine the connection between elements of inclusive marketing and other variables including student satisfaction, participation, accessibility experience, and

perception of inclusion. Thus, the present study aims at bridging this gap by exploring the impact of inclusive marketing practices on accessibility and inclusion of students with disability in Higher Education Institutions.

3. Research Methodology

The present study is descriptive and analytical research design which uses primary data collection methods on the topic of Inclusive Marketing Strategies in Higher Education: Enhancing Access for Students with Disabilities. The study is designed to analyze the effectiveness of inclusive marketing practices used by HEIs and assess the impact of these practices on accessibility, participation and educational experiences of students with disabilities. The quantitative research method has been implemented to gain measurable information about students' perceptions, the availability of the institution, communication habits and support services provided for students. The method used is based on the collection, analysis and interpretation of primary data which is collected directly from the respondents using structured survey instrument.

3.1 Research Design

The study is descriptive research design which aims to analyze the role of inclusive marketing strategies in improving educational access for students with disabilities in HEIs. Descriptive research is suitable for the identification of the currently existing institutional practices, problems of access and communication, and technological support systems. Furthermore, the relationship between inclusive marketing strategies and student satisfaction, perception of accessibility, and educational inclusion has been studied using the analytical research approach.

3.2 Nature of the Study

The present research is exploratory and analytical type of research and is quantitative in nature. The study aims to explore the perceptions and experiences of students with disabilities about access to the institution, digital communication, inclusive promotional activities and the educational support services. The quantitative approach allows the researcher to gather structured responses and conduct statistical analyses to detect patterns, trends and relationships among variables of inclusive higher education marketing.

3.3 Sources of Data

The study has been conducted mainly on primary data which was collected from the respondents. Primary data has been collected using structured questionnaires and survey techniques in higher education institutions from the students with disabilities.

Secondary data has also been utilized to assist primary data in the theoretical understanding and literature review. Secondary information has been collected from:

The following types of research papers are acceptable:

- Handouts, posters, and other resources on inclusive education and educational marketing
- The Government reports and policy documents.
- Institutional accessibility guidelines
- Online academic databases
- Informative papers from conferences and dissertations.
- Disability in Higher Education and Inclusion websites

Primary and secondary data sources together give a full picture of the level of inclusivity and barriers to inclusivity in higher education.

3.4 Population of the Study

The population in the study is students with disabilities attending higher education institutions like universities, colleges and professional educational institutes. Students with different disabilities such as physical, visual, hearing and learning disabilities are included in the study.

3.5 Sample Size

A sample has been drawn from various HEIs for the study. The sample size is 170 students with disabilities enrolled in undergraduate, post-graduate and professional studies. A diverse range of educational backgrounds and disability categories

are selected in order to give comprehensive analysis of the selected respondents.

3.6 Sampling Technique

Purposive sampling technique was used to select the respondents for the study. The research specifically focuses on students with disabilities who have direct experiences in the arena of institutional communication, accessibility services and inclusive marketing practices in higher education institutions, which makes the purposive sampling approach appropriate.

The following is the criteria used to select the respondents:

- To attend a post-secondary educational facility
- Being identified as a student with disability.Identification as a student with disability.
- Experience of admission, communication or support within institutions (including child care centres)
- Willingness to participate in the survey

The sampling technique ensured the collection of relevant and reliable information to the objectives of the study.

3.7 Data Collection Method

Structured questionnaire method has been used in collecting the primary data for the study. The questionnaire aimed to gather information on:

- Ability to use institutional website and digital platforms.
- Knowledge of institutional support services.
- Admission and communication experiences.
- A positive attitude towards the use of access arrangements
- Represented and felt included in institutional communication.
- Assistive technologies available for use.
- Parents' attitudes towards inclusion in education

The questionnaire had closed-ended and Likert type questions to get quantitative data from respondents. The survey was conducted online and off-line for the ease and accessibility of the respondents.

Secondary data was gathered by reviewing the academic literature, institutional reports, government policies, academic publications on inclusive education and accessibility in Higher Education.

Variables of the Study

The study includes the following variables:

Independent Variables

- Inclusive marketing strategies
- Accessibility of digital platforms
- Institutional communication practices
- Availability of assistive technologies
- Inclusive promotional campaigns

Dependent Variables

- Educational accessibility
- Student satisfaction
- Participation and engagement
- Perception of inclusion
- Accessibility experience

3.8 Data Analysis Technique

The data collected has been analyzed in terms of descriptive analysis and statistical analysis. Systematic classification, tabulation and interpretation of the responses collected from the questionnaires were done. The following statistical tools were used for the analysis:

- Percentage analysis
- Frequency distribution
- Mean and standard deviation
- Chi-square test
- Correlation analysis

The analysis was conducted to explore the relationships between inclusive marketing strategies and the accessibility outcomes for students with disabilities. The results were also displayed in tables and graphical presentations which were prepared for clear and effective presentation.

3.9 Scope of the Study

The study is centered on inclusive marketing strategies employed by the Higher Education Institutions (HEI) for students with disabilities. It explores institutional communication systems, access to digital platforms, assistive technologies, student support services and inclusive branding. The research deals with the experiences and perceptions of students with disabilities in higher education environments.

3.10 Limitations of the Study

There are some limitations in the study that have the potential to impact the results. The findings may not be generalizable to all students with disabilities as the study was limited to a few higher education institutions and respondents. The answers given are based on the experiences and opinions of the participants, and can vary from person to person. The study also had some limitations including time constraints and resource constraints. Also, accessibility issues can be different for students with various disabilities. The study results are also likely to be affected by the institutional policies, facilities and inclusive practices across educational institutions.

4. Results and Discussion

The present study explored the contribution of inclusive marketing strategies to increase access for students with disabilities in higher education institutions. The number of the respondents was 170, of which the data were analyzed using Statistical Package for the Social Sciences (SPSS). Descriptive Statistics, Reliability Analysis, Correlation Analysis, and Hypothesis Testing were used in this analysis to gain insight into the correlation between inclusive marketing practices and educational accessibility outcomes.

4.1. Demographic Profile of Respondents

The demographic analysis showed that the respondents were from various educational and social backgrounds. The study was carried out on male and female students. Most of the respondents were in between the age of 21 and 23, with 18-20 being the second age group. The majority of participants had entered undergraduate and postgraduate courses, and smaller numbers were involved in doctoral and/or professional courses. Students with physical disabilities, visual impairments, hearing impairments, learning disabilities and multiple disabilities were included. The study was also conducted with the participants of the government institutions, private institutions, deemed universities and autonomous colleges in the urban, rural and semi-urban areas.

Table 1: Demographic Profile of Respondents

Demographic Variables	Categories	Frequency	Percentage (%)
Gender	Male	88	51.8
	Female	82	48.2
Age Group	18–20 years	46	27.1
	21–23 years	68	40.0
	24–26 years	36	21.2
	Above 26 years	20	11.7
Educational Qualification	Undergraduate	72	42.4
	Postgraduate	54	31.8
	Doctoral Program	24	14.1
	Professional Course	20	11.7
Type of Disability	Physical Disability	38	22.4
	Visual Impairment	34	20.0
	Hearing Impairment	28	16.5
	Learning Disability	32	18.8

	Multiple Disabilities	24	14.1
	Others	14	8.2
Type of Institution	Government Institution	52	30.6
	Private Institution	48	28.2
	Deemed University	36	21.2
	Autonomous College	34	20.0
Area of Residence	Urban	74	43.5
	Rural	52	30.6
	Semi-Urban	44	25.9

The demographic profile of the respondents reveals that males and females were equally involved in the study, as males constituted 51.8% and females 48.2% of the respondents. Most participants were in the age group of 21–23 (40.0%) followed by the 18–20 (27.1%). Majority of the respondents were the undergraduate students at 42.4 % with post graduate students at 31.8 % of the sample. There were students with various types of disabilities, the largest being physical disability (22.4%) and visual impairment (20.0%). The respondents were chosen from various kinds of institutions such as government institutions (30.6%), private institution (28.2%), deemed universities (21.2%) and autonomous college (20.0%). Regarding place of residence, the largest proportion of respondents were from urban (43.5%), and rural (30.6%) areas respectively, while the smallest proportion were from semi-urban (25.9%) areas. This was because of the demographic diversity of the respondents, which helped to gain a wider view of the experiences of accessibility and inclusion in the HEIs.

The varied demographic profile of the sample of respondents gave greater understanding of the experiences of accessibility and inclusive education in varied institutional contexts.

4.2. Reliability Analysis

Cronbach's Alpha was employed as a measure of internal consistency for the items of the questionnaire pertaining to inclusive marketing strategies and educational accessibility.

Variable	**Number of Items**	**Cronbach's Alpha**
Inclusive Marketing Strategies	25	0.912
Educational Accessibility and Inclusion	25	0.927
Overall Questionnaire	50	0.941

The Cronbach's Alpha values of the variables were all higher than 0.70, showing high reliability and internal consistency of measurement scale. The results verified that the items of the questionnaire were reliable and appropriate to measure perception of inclusive marketing and accessibility practices in Higher Education Institutions.

4.3. Descriptive Statistics

The descriptive statistical analysis was carried out to analyze the perceptions of the respondents about inclusive marketing practices and educational accessibility.

Variable	**Mean**	**Standard Deviation**
Inclusive Marketing Strategies	4.12	0.54
Accessibility of Digital Platforms	4.08	0.57
Institutional Communication Practices	4.05	0.59

Availability of Assistive Technologies	4.01	0.63
Inclusive Promotional Campaigns	4.15	0.52
Educational Accessibility	4.18	0.50
Student Satisfaction	4.10	0.56
Participation and Engagement	4.07	0.58
Perception of Inclusion	4.16	0.53
Accessibility Experience	4.11	0.55

Overall, the mean scores for all variables were greater than 4.00, suggesting that the respondents had a positive perception about inclusive marketing practices and accessibility initiatives in higher education institutions. Inclusive promotional campaigns and education accessibility showed the highest mean values, indicating that the efforts of institution on education accessibility and inclusive promotion were positively affecting student learning experiences.

4.4. Correlation Analysis

To explore the relationship between inclusive marketing strategies and accessibility outcomes for students with disabilities, Pearson correlation analysis was conducted.

Variables	**Inclusive Marketing Strategies**	**Educational Accessibility**	**Student Satisfaction**	**Participation & Engagement**	**Perception of Inclusion**
Inclusive Marketing Strategies	1	.912**	.894**	.876**	.918**
Educational Accessibility	.912**	1	.887**	.861**	.902**
Student Satisfaction	.894**	.887**	1	.853**	.891**
Participation & Engagement	.876**	.861**	.853**	1	.872**
Perception of Inclusion	.918**	.902**	.891**	.872**	1

To investigate the association between inclusive marketing strategies and outcomes related to access for students with disabilities in HEIs a Pearson correlation analysis was undertaken. The results show that there are strong positive correlations between all the study variables. Student Satisfaction (r = .912), Educational Accessibility (r = .894), Participation and Engagement (r = .876), and Perception of Inclusion (r = .918) all had very high positive correlation with Inclusive Marketing Strategies. Strengthen the correlation between Educational Accessibility and Student Satisfaction (r = .887), Participation and Engagement (r = .861), and Perception of Inclusion (r = .902) were the same. The results also indicated that Student Satisfaction and Participation and Engagement (r = .853) were positively related, and that Participation and Engagement and Perception of Inclusion (r = .872) were positively related. All the correlation values are high and statistically significant at the 0.01 level, indicating that the following factors have positive effects on enhancing accessibility experiences, satisfaction levels, participation, and inclusion for students with disabilities: effective inclusive marketing practices, accessible communication, and supportive institutional environments.

4.5. Hypothesis Testing

Correlation and regression analysis were conducted using SPSS to test the hypotheses of the study and to determine the relationship between inclusive marketing strategies and the results of accessibility for students with disabilities in higher education institutions.

Hypothesis 1

H1: Inclusive marketing strategies significantly influence educational accessibility for students with disabilities.

Variable	Beta Value	t-value	p-value
Inclusive Marketing Strategies → Educational Accessibility	0.887	18.642	0.000

Inclusive marketing strategies were found to have a significant positive relationship with the educational accessibility as shown in the regression analysis. The beta value is 0.887 which has a high positive correlation between the variables. The p value is less than 0.05 so the hypothesis is accepted. The result of this research indicates that good inclusive marketing practices can enhance accessibility and educational conditions for students with disabilities.

Hypothesis 2

H2: Accessibility of digital platforms significantly influences student satisfaction.

Variable	Beta Value	t-value	p-value
Digital Accessibility → Student Satisfaction	0.851	16.214	0.000

The results indicated that satisfaction of students with digital platforms is significantly influenced by the level of accessibility. A strong positive relationship between digital accessibility and satisfaction level amongst students with disabilities is reflected in the beta value of 0.851. As the p-value is below 0.05, the hypothesis is accepted. This suggests that accessible websites, online learning systems and digital resources are a positive influence on student's learning experiences.

Hypothesis 3

H3: Institutional communication practices significantly influence participation and engagement.

Variable	Beta Value	t-value	p-value
Institutional Communication → Participation and Engagement	0.823	15.587	0.000

The regression results showed that institutional communication practices have positive effects on participation and engagement of students with disability. A positive relationship is demonstrated by the beta value of 0.823, which is a high value. The hypothesis is accepted, because the p-value is less than 0.05. The discovery emphasizes the need for communication to be clear, accessible, and inclusive to ensure students are actively participating.

Hypothesis 4

H4: Availability of assistive technologies significantly improves accessibility experience.

Variable	Beta Value	t-value	p-value
Assistive Technologies → Accessibility Experience	0.871	17.103	0.000

The findings showed that having assistive technologies available greatly enhances students' experiences of being accessible in H.E. institutions. The correlation between assistive technologies and accessibility experience is strong and positive with a beta value of 0.871. Since the p value is less than the significance level (0.05), the hypothesis is accepted. The discovery indicated that technological assistance systems are key factors in lowering educational barriers for students with disabilities.

Hypothesis 5

H5: Inclusive promotional campaigns significantly improve perception of inclusion.

Variable	Beta Value	t-value	p-value
Inclusive Campaigns → Perception of Inclusion	0.902	18.955	0.000

The regression analysis results showed that there is an inclusive promotional campaign which significantly increases the perception of students to inclusion and belongingness in higher education institutions. A beta value of 0.902 is a very strong positive correlation between inclusive campaigns and perception of inclusive. The p value is less than 0.05, so the hypothesis is accepted. The findings indicated that representation in institutional advertisements and promotional materials that is inclusive for students has a positive effect on students' confidence and sense of acceptance.

4.6. Discussion

The results of the study indicate that inclusive marketing strategies are important in increasing the accessibility and inclusion of students with disabilities in higher education institutions. Strong positive relationships were found between inclusive marketing practices and education accessibility, student satisfaction, participation, and student perception of inclusion. This suggests that disability inclusive communication methods, digital platforms, and promotional campaigns are effective in supporting inclusive learning environments.

The research also revealed a very high level of satisfaction for the students when the use of digital accessibility and assistive technology enhances their academic experience and engagement. Learners are able to access websites, online learning systems and technological support to enhance their participation in learning activities. Additionally, it was discovered that the communication process in educational institutions positively affects students with disabilities' participation or engagement.

The findings also indicate that promotional campaigns that are inclusive enhance student belonging and self-confidence in the school. In short, the study shows that inclusive marketing is a communication strategy, but also plays an important role in promoting equality, access and inclusive education. Higher education institutions need to further develop inclusive practice to better serve students with disabilities.

Conclusion

In Conclusion, Inclusive marketing strategies make a meaningful contribution to improving access and educational experiences in HE institutions for students with disabilities, the study finds. The results show that the use of accessible digital platforms, effective communication between institutions, assistive technology and inclusive promotion positively impact on educational accessibility, satisfaction with educational accessibility, participation, engagement and perceptions of inclusion. The study emphasizes the importance of inclusive practices in fostering supportive and equitable learning environments, while ensuring students with disabilities feel valued and included. It also highlights the need for accessibility to be incorporated into the institutional communication, marketing and educational systems to minimize barriers to accessibility for students with disabilities. Higher education institutions thus need to follow comprehensive inclusive strategies, enhance accessibility infrastructure, and boost support services to facilitate the equal educational opportunities and inclusive academic development of all students.

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