

Effectiveness of Pedagogical Practices in the Implementation of Inclusive Education in Bangkok, Thailand

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ABSTRACT

This study examined the effectiveness of pedagogical practices in implementing inclusive education in selected public and private schools in Bangkok, Thailand. Specifically, it assessed the level of effectiveness of inclusive teaching practices across curriculum and instruction, classroom management, assessment, collaboration, and professional development. It also identified the extent of challenges encountered and analyzed whether significant differences and relationships exist among selected variables. Findings revealed that teachers demonstrated a high level of effectiveness in implementing inclusive pedagogical practices, indicating strong competence in addressing diverse learner needs. Inclusive strategies were consistently applied across instructional domains, contributing to a supportive and adaptive learning environment. The challenges encountered were generally minimal, with teacher-related and administrative factors rated as not serious, while student-related and resource-related concerns were identified as slightly serious. Furthermore, no significant differences were found when grouped according to school type and respondent role, and no significant relationship was observed between demographic variables and pedagogical effectiveness. These findings suggest that inclusive education practices are consistently implemented regardless of personal and institutional differences. The study highlights the importance of continuous professional development, institutional support, and collaborative practices in sustaining effective inclusive education.

Keywords: - Inclusive education, pedagogical practices, teacher effectiveness, collaboration, assessment, Thailand.

INTRODUCTION

Inclusive education has become a fundamental principle in contemporary educational systems, emphasizing the right of every learner to access quality education regardless of individual differences. It promotes the inclusion of learners with diverse abilities, backgrounds, and needs within mainstream classrooms, ensuring equity, participation, and social inclusion. According to UNESCO (2020), inclusive education requires educational systems to respond effectively to learner diversity by reducing barriers to participation and learning.

Research has shown that inclusive education leads to improved academic performance, stronger social relationships, and more positive attitudes toward diversity. Mel Ainscow (2020) highlighted that inclusive practices support both academic and social development by creating supportive and participatory learning environments. In this process, teachers serve as key

agents in translating inclusive policies into actual classroom practices.

The effectiveness of inclusive education largely depends on the implementation of appropriate pedagogical practices, particularly in the areas of curriculum and instruction, classroom management, assessment, collaboration, and professional development. These domains represent the core processes through which inclusion is operationalized in the classroom. Lani Florian and Spratt (2013) emphasized that inclusive teaching requires flexibility and responsiveness, while Carol Ann Tomlinson (2014) underscored the importance of differentiating instruction to meet diverse learner needs.

However, the successful implementation of these pedagogical practices is influenced by multiple interacting factors. Teacher-related characteristics such as educational attainment, teaching experience, and professional training shape teachers' readiness and competence in inclusive settings. At the same time, contextual factors—including student diversity, availability of resources, curriculum demands, and administrative or policy support—may either facilitate or hinder effective implementation. Chris Forlin (2010) and Umesh Sharma and Sokal (2016) identified these elements as key challenges affecting inclusive education practices.

In the context of Bangkok, inclusive education continues to develop across public and private schools, yet differences in teacher preparation, institutional support, and access to resources suggest variability in implementation. These conditions indicate that the effectiveness of inclusive pedagogical practices cannot be viewed in isolation but rather as the result of interactions among teacher characteristics, classroom practices, and contextual challenges.

Anchored in this perspective, the present study conceptualizes inclusive education using an Input–Process–Output (IPO) framework. The input variables consist of teachers' demographic and professional profiles, which may influence their readiness to implement inclusive practices. The process variables involve the actual pedagogical practices employed in the classroom across key domains. Meanwhile, various challenges are considered moderating factors that may affect the strength or direction of these relationships. The output of the study focuses on the effectiveness of pedagogical practices and the development of an evidence-based action plan to enhance inclusive education.

Guided by this framework, the study aims to examine how these variables interact to influence the implementation of inclusive education and to identify areas for improvement in order to support more equitable and effective learning environments.

Statement of the Problem

This research study aims to examine effectiveness of pedagogical practices in implementing inclusive education in Bangkok, Thailand.

Specifically, it seeks to answer the following questions:

1. What is the demographic profile of teachers in Bangkok, Thailand, in terms of:
 - a. age;
 - b. gender;

- c.marital status;
 - d.highest educational attainment;
 - e.years of teaching experience;
 - f.position in school;
 - g.type of school;
 - h.number of training or seminars attended related to inclusive education; and
 - i.average family monthly income?
2. What is the level of effectiveness of pedagogical practices in the implementation of inclusive education in public and private schools, as perceived by teachers and their immediate supervisors, in terms of:
- a.Curriculum and instruction;
 - b.Classroom management;
 - c.Assessment;
 - d.Collaboration; and
 - e.Professional development?
3. What is the extent of problems encountered in implementing inclusive education in public and private schools, in terms of:
- a.Teacher-related factors;
 - b.Student-related factors;
 - c.School resources and facilities;
 - d.Curriculum and instructional practices; and
 - e.Administrative and policy support?
4. Is there a significant difference in the level of effectiveness of pedagogical practices in implementing inclusive education when grouped according to school type (public and private) and respondent type (teachers and supervisors)?
5. Is there a significant relationship between the demographic profile of teachers and the effectiveness of pedagogical practices?
6. Based on the findings, what action plan may be proposed to enhance inclusive education practices in Bangkok's public and private schools?

Scope and Delimitations

The objective of this study is to examine the effectiveness of pedagogical practices in the implementation of inclusive education in selected public and private schools in Bangkok, Thailand. The primary focus is to determine how teachers apply inclusive practices such as curriculum adaptation, classroom management, assessment strategies, collaboration, and professional development in addressing the diverse needs of learners. The study gathers data through a structured survey questionnaire administered to teacher-respondents to capture their perceptions of effectiveness and the challenges encountered in implementation. In addition, the study considers selected demographic variables such as age, gender, teaching experience, and educational attainment in analyzing relationships with pedagogical practices. The scope of the study is limited to teachers in selected schools and does not include direct measurement of

student outcomes or perspectives.

Review of Related Literatures

The growing emphasis on inclusive education has led to extensive research on effective pedagogical practices and their impact on diverse learners. Mel Ainscow (2020) found that inclusive approaches significantly enhance student participation, academic achievement, and social engagement by fostering a supportive learning environment. Similarly, UNESCO (2020) emphasized that inclusive education promotes equity and ensures that all learners, regardless of ability or background, have access to quality education.

Teacher preparedness has been identified as a critical factor in successful implementation. Chris Forlin (2010) highlighted that professional development equips teachers with the knowledge and skills necessary to manage diverse classrooms effectively. In the same vein, Umesh Sharma and Sokal (2016) demonstrated that teachers who receive targeted training exhibit greater confidence and competence in inclusive teaching.

Instructional strategies also play a vital role. Lani Florian and Spratt (2013) emphasized that inclusive pedagogy requires flexible teaching methods that accommodate different learning needs. Additionally, Carol Ann Tomlinson (2014) advocated for differentiated instruction as a key approach in addressing learner diversity.

Furthermore, collaboration among teachers, administrators, and stakeholders has been recognized as essential in promoting inclusive education. Studies suggest that strong collaborative practices improve instructional quality and support systems for students, thereby enhancing overall learning outcomes.

Theoretical Framework

The integration of Vygotsky's Social Constructivist Theory, Bronfenbrenner's Ecological Systems Theory, and the UNESCO Inclusive Education Framework (2020–2025) provides a comprehensive basis for analyzing the effectiveness of pedagogical practices in inclusive education. Vygotsky's theory emphasizes that learning occurs through social interaction and guided support, highlighting the importance of differentiated instruction, collaboration, and learner-centered teaching in inclusive classrooms (Vygotsky, 1978). Bronfenbrenner's theory explains how multiple environmental systems, including school structures, professional development, and administrative support, influence the successful implementation of inclusive practices (Bronfenbrenner, 1979). Meanwhile, the UNESCO framework underscores the role of policy, culture, and governance in promoting equitable and inclusive education systems (UNESCO, 2020). Together, these frameworks support the idea that effective inclusive education depends on the interaction of instructional practices, teacher competence, collaboration, and institutional support.

Conceptual Framework

INPUT

PROCESS

OUTPUT

METHODOLOGY

This study employed a descriptive-correlational research design to investigate inclusive pedagogical practices and their relationship to selected variables. The descriptive component was used to systematically describe the current practices and challenges experienced by teachers, while the correlational component examined relationships between demographic variables and effectiveness (Creswell, 2014). This design was appropriate as it allowed the researcher to analyze existing conditions without manipulating variables.

Research Design

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Research Steps

The research process began with a review of related literature and the development of a structured questionnaire aligned with the objectives of the study. Permission to conduct the study was secured from school administrators, followed by the identification of qualified respondents. The validated questionnaire was then administered, and the collected data were organized, coded, and prepared for statistical analysis. Finally, results were interpreted to answer the research questions and to serve as a basis for the proposed action plan.

Data Collection and Sample Selection

The study involved 100 respondents consisting of teachers and school administrators from selected public and private schools in Bangkok. Respondents were selected using purposive sampling to ensure that participants had direct involvement in inclusive education practices and at least one year of relevant experience.

Data were collected through a structured, researcher-made questionnaire administered

either in person or through designated school personnel. The questionnaire was developed based on established frameworks and literature in inclusive education, including the Index for Inclusion (Booth & Ainscow, 2011), Universal Design for Learning (Meyer et al., 2014), and culturally responsive teaching principles (Gay, 2010; Ladson-Billings, 1995). These frameworks ensured that the instrument captured relevant dimensions of inclusive pedagogical practices.

Participation was voluntary, and respondents were given sufficient time to complete the instrument.

Data Analysis Methods

Descriptive statistics, including frequency, percentage, weighted mean, and standard deviation, were used to summarize the data. Inferential statistics such as the Mann–Whitney U test, One-way ANOVA, and correlation analysis (Pearson's r , Point-biserial, and Kendall's Tau-b) were employed to determine differences and relationships among variables. All analyses were conducted at a 0.05 level of significance (Field, 2018).

Research Hypotheses and Validation

The study tested the null hypothesis that there is no significant relationship between the demographic profile of teachers and the effectiveness of pedagogical practices in inclusive education. The research instrument underwent pilot testing and expert validation, achieving a high Content Validity Index (CVI) and a reliability coefficient of at least 0.80 using Cronbach's alpha, indicating strong validity and internal consistency.

Study Limitations and ethical considerations

The study was limited to selected public and private schools in Bangkok and relied on self-reported data. Ethical standards were strictly observed, including voluntary participation, informed consent, and confidentiality. Data were anonymized and reported in aggregate form to protect participants' identities.

RESULTS AND DISCUSSION

SOP 1. What is the demographic profile of teachers in Bangkok, Thailand?

The findings reveal that the respondents demonstrate varied demographic and professional characteristics, as shown in Table 1. In terms of age, the majority of respondents fall within early to middle adulthood, with 40% aged 25–31 and 27% aged 39–45, indicating a combination of early-career and experienced educators. In terms of gender, 52% are female and 48% are male, reflecting a relatively balanced distribution.

With respect to marital status, 56% are married and 44% are single, suggesting that a

significant proportion of respondents balance professional and personal responsibilities. In terms of educational attainment, 53% hold a bachelor's degree while 47% have a master's degree, indicating that 100% of respondents possess appropriate academic qualifications.

Regarding position, 51% are principals/administrators, while the remaining respondents are composed of classroom teachers (21%), subject teachers (17%), and other roles. Additionally, respondents are equally distributed across school types (50% public and 50% private), ensuring balanced representation.

In terms of professional development, 47% attended 1–6 trainings, 45% attended 7–13 trainings, and only 8% attended 14–20 trainings, indicating moderate exposure to inclusive education training. Furthermore, the majority of respondents (56%) fall within the 60,001–80,000 THB income bracket.

These data indicate that respondents are academically qualified and moderately trained, providing a strong foundation for inclusive teaching. The presence of trained and qualified educators supports prior studies emphasizing the importance of teacher preparedness in inclusive education (Forlin, 2010; Sharma & Sokal, 2016).

SOP 2. What is the level of effectiveness of pedagogical practices?

The findings indicate that pedagogical practices in inclusive education are very effective, as evidenced by the overall weighted mean of 4.62, which falls within the “Very Effective” range (4.21–5.00). Across domains, classroom management obtained the highest mean (WM = 4.78), followed by collaboration (WM = 4.74), assessment (WM = 4.62), professional development (WM = 4.59), and curriculum and instruction (WM = 4.50), demonstrating strong implementation of inclusive practices.

At the indicator level, the use of visual routines (WM = 4.88; 88%), positive behavior strategies (WM = 4.86; 86%), and engagement of community partners (WM = 4.84; 84%) received the highest ratings, indicating consistent application of inclusive strategies. However, attendance in seminars and workshops obtained a lower mean (WM = 3.08), suggesting moderate participation in formal professional development.

These findings confirm that teachers are capable of addressing diverse learner needs through structured and responsive teaching approaches, consistent with the principles of inclusive pedagogy (Florian & Spratt, 2013) and the positive impact of inclusive practices on participation and learning outcomes (Ainscow, 2020).

SOP 3. What is the extent of problems encountered?

The findings reveal that the problems encountered in implementing inclusive education are generally not serious, as indicated by the overall weighted mean of 1.58. Teacher-related factors (WM = 1.24), curriculum and instructional practices (WM = 1.78), and administrative support (WM = 1.30) were all rated as not serious, suggesting minimal barriers in these areas.

However, student-related factors (WM = 1.95) and school resources and facilities (WM = 1.84) were rated as slightly serious, indicating moderate challenges. At the indicator level

1, notable concerns include peer hesitation to interact (WM = 2.52), behavioral issues (WM = 2.25), and lack of trained staff (WM = 2.28).

These findings suggest that while teacher competence and administrative support are strong, challenges remain in student integration and resource availability, supporting the assertion that adequate resources and support systems are essential for sustaining inclusive education (UNESCO, 2020).

SOP 4. Is there a significant difference in effectiveness?

The analysis revealed that there is no statistically significant difference in the level of effectiveness of pedagogical practices when grouped according to school type and respondent type. For school type, private schools obtained a mean of 4.68, while public schools recorded a slightly higher mean of 4.70, with a Mann–Whitney U value of 1139 and a p-value of 0.45, which is greater than the 0.05 level of significance. Similarly, the results of the ANOVA test for respondent type yielded an F-value of 2.37 and a p-value of 0.098, which also exceeds the 0.05 threshold. Since all computed p-values are greater than 0.05, the null hypothesis is accepted.

Furthermore, the minimal mean difference of 0.02 between public and private schools indicates that the variation is not only statistically insignificant but also practically negligible. These findings suggest that inclusive pedagogical practices are implemented consistently across different school settings and professional roles, reflecting a shared understanding and application of inclusive education principles.

SOP 5. Is there a significant relationship between demographic profile and effectiveness?

The results indicate that there is no significant relationship between teachers' demographic profiles and the effectiveness of pedagogical practices, as all computed correlation coefficients are negligible and all p-values exceed the 0.05 level of significance. For instance, age showed a correlation of $r = -0.004$ ($p = 0.967$), gender recorded $r_{pb} = -0.166$ ($p = 0.098$), teaching experience had $r = 0.071$ ($p = 0.484$), and number of trainings obtained $T_b = 0.058$ ($p = 0.563$).

These values indicate very weak to no correlation, confirming that demographic variables do not significantly influence the effectiveness of inclusive pedagogical practices. This suggests that inclusive teaching competence is not dependent on personal or demographic characteristics but is more likely shaped by professional preparation, institutional support, and collaborative practices.

SOP 6. What action plan may be proposed?

Based on the findings, an action plan entitled Project INCLUSIVE PLUS is proposed to enhance inclusive education practices. The plan is grounded in the data, particularly the identified gaps in student-related concerns (WM = 1.95), school resources and facilities (WM = 1.84), and limited participation in formal training activities (WM = 3.08).

The proposed interventions focus on strengthening professional development, improving student support systems, enhancing instructional strategies, and increasing access

to resources and institutional support. These data-driven interventions aim to address the identified gaps while sustaining the high level of effectiveness ($WM = 4.62$) observed in current practices, thereby promoting a more inclusive and effective learning environment.

SUMMARY

The study examined the effectiveness of pedagogical practices in implementing inclusive education in selected public and private schools in Bangkok, Thailand. Findings revealed that teachers are professionally prepared and demonstrate a very effective level of inclusive pedagogical practices across all domains. Problems encountered were generally minimal, with only student-related and resource-related factors identified as slightly serious. No significant differences and relationships were found, indicating consistency in implementation regardless of school type, position, or demographic profile. Overall, the results highlight the strength and stability of inclusive education practices in the selected schools.

CONCLUSIONS

- The findings indicate that teachers are well-qualified and capable of implementing inclusive education effectively. Pedagogical practices are consistently applied across curriculum, instruction, assessment, and collaboration, demonstrating strong support for diverse learners. Challenges encountered are minimal and do not significantly affect implementation, although some improvements are needed in student support and resources. The absence of significant differences and relationships suggests that inclusive practices are uniformly implemented across schools and are not influenced by demographic characteristics. Overall, the effectiveness of inclusive education is shaped more by professional preparation, institutional support, and collaborative practices.

RECOMMENDATIONS

Based from the findings and conclusions of the study, the following recommendations are suggested:

1. Teachers and school leaders should continue engaging in continuous professional development to sustain and enhance inclusive pedagogical practices.
2. Schools should strengthen student support systems and address behavioral and diversity-related concerns through inclusive programs and interventions.
3. School administrators should maintain strong institutional support and ensure consistent implementation of inclusive education policies.
4. Policymakers and school leaders should improve access to resources, assistive technologies, and specialized support personnel.
5. Schools are encouraged to share best practices through collaboration, benchmarking, and professional learning communities.
6. Future initiatives should focus on strengthening institutional capacity rather than demographic factors to sustain effective inclusive education.

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