

TEACHING PRACTICES OF FOREIGN TEACHERS IN AN INCLUSIVE EDUCATION SETTING IN THAILAND: IMPLICATIONS TO SPECIAL NEED EDUCATION

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ABSTRACT

This quantitative study examined the teaching practices of foreign teachers in inclusive education settings in Thailand, with implications for special needs education. The research was motivated by the researcher's direct experience in handling students with special needs in a mainstream classroom, alongside the growing emphasis on inclusive education across both public and private elementary schools in Thailand. Findings revealed that the majority of respondents were female and predominantly held bachelor's degrees, followed by those with master's degrees, doctoral degrees, and master's degrees with doctoral units. In terms of teaching experience, most foreign teachers had less than five years of experience in inclusive classrooms, while others had between five to ten years, and a smaller group had more than ten years of experience. Results further indicated that adequate facilities, instructional materials, equipment, and supportive learning environments are essential components in effectively addressing the needs of learners with special needs in inclusive settings. Statistical analysis showed that sex and years of teaching experience in inclusive education were significantly associated with self-evaluated teaching practices, whereas the highest educational attainment was not. Based on these findings, the study recommends strengthening special needs education services and resources to enhance student well-being and academic success. It also highlights the need to expand student support systems, improve school capacity to address critical incidents, promote mental health initiatives, and enhance teacher competencies through continuous professional development. Furthermore, the integration of information and communication technology (ICT), the development of school clusters, the improvement of learner transitions, and the strengthening of language proficiency are emphasized to better prepare students for higher education, work, and societal participation in a rapidly evolving educational landscape.

Keywords: *Teaching practices, special needs education, inclusive education, private elementary schools, differential instructions*

INTRODUCTION

Teachers play a vital role in the development of society. They are expected to provide children with quality education and prepare them to become productive members of the community. The role of teachers is often considered incomparable to other professions because it focuses on the holistic development of individuals. The success of schools and communities largely depends on the effectiveness and commitment of teachers.

Teachers significantly contribute to students' well-being and academic achievement. Their attitudes and teaching practices strongly influence student outcomes. A positive classroom environment is shaped by teachers who demonstrate supportive attitudes and adapt their teaching to students' needs. The use of differentiated instruction allows teachers to address diverse learning needs and perspectives. Moreover, factors such as professional development, administrative support, and manageable class sizes are essential in achieving effective inclusive

education.

Inclusive education has become a global priority, emphasizing that all children, regardless of ability or disability, should have equal access to quality education within the same learning environment. This approach promotes equality, reduces discrimination, and supports the goal of education for all. It highlights the importance of creating learning spaces that respect diversity and give every learner the opportunity to succeed.

Thailand has actively participated in international commitments toward inclusive education and has made efforts to integrate persons with disabilities into mainstream education. Over the years, policies and educational frameworks have been developed to promote continuous learning, encourage societal participation in decision-making, and prepare individuals to adapt to global changes while preserving national identity. These initiatives aim to develop well-rounded individuals who are competent, value-driven, and self-reliant.

Despite these efforts, challenges remain in the effective implementation of inclusive education in Thailand. Issues such as inconsistent policy implementation, insufficient teacher training in handling students with special needs, and the limited application of universal design principles continue to hinder progress. These factors may contribute to the low participation of students with disabilities in mainstream schools, indicating the need for further improvements in policy execution and teacher preparedness.

Statement of the Problem

This study aimed to identify foreign teachers' perceptions of an Inclusive Education setting in Thailand.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of foreign teachers exposed to inclusive education in terms of:
 - 1.1. sex;
 - 1.2. highest educational attainment; and
 - 1.3. Number of years in teaching inclusive education?
2. What are the teaching practices of foreign teachers in an inclusive education setting in terms of:
 - 2.1. Classroom management;
 - 2.2. Teaching Strategies;
 - 2.3. Instructional materials; and
 - 2.4. Assessment?
3. Is there a significant difference in the teaching practices of foreign teachers in an inclusive education setting when grouped according to their profile?
4. Based on the findings, what implications may be drawn for the study?

Review of Related Literatures

Finding evidence of how foreign educators teach in inclusive settings is of interest to researchers working in multilingual, varied learning environments. A study that focused on pedagogical methods of teaching foreign languages demonstrates that the study of linguistics should include both theoretical knowledge of the topic as well as practical knowledge (applied) to capture the full picture of how educators address language differences in their classrooms and demonstrate that effective teachers of foreign languages must utilize flexible and context-oriented strategies for accommodating their learners who come from different cultural and linguistic backgrounds and promote inclusion in their classes through learning that is meaningful and promotes engagement (Farooqi, 2024). This perspective complements the experiences of foreign educators in Thailand, who frequently have to work with students from

multiple cultures in their classrooms and align their teaching practices with the principles of inclusive education.

Research on preservice English language teachers in Thailand has identified challenges and opportunities in converting theory into practice in designing tools to assess the progress of foreign language learners. Through experience and reflection, the teachers have gained knowledge and skills to create inclusive assessments that serve all learners in their classrooms. The research also shows that teachers must have practical skills to accommodate a variety of language abilities and differences, which is critical in inclusive educational settings (Ketkumbonk et al., 2025). These findings reinforce the idea that foreign educators must be prepared to teach all students by delivering content in ways consistent with inclusive practices. A systematic review of studies on the effectiveness of different types of interventions in assisting students with disabilities to succeed in their learning in low- and middle-income countries provides evidence-based instruction and teacher training, along with effective inclusive policy support, as methods to improve student outcomes. The results of this review demonstrate that many interventions (e.g., differentiated instruction, assistive technology, and teacher support systems) are very effective in improving learning outcomes for students with disabilities. One of the significant findings of this review is that programs can be implemented differently and must be modified to meet each setting's or program's constraints before implementation to work effectively (Hunt et al., 2025). The information obtained from the review is applicable to inclusive education in Thailand, where foreign educators work with students who have very different learning needs and where the level of support from their institutions may also vary.

The conclusions of another systematic review of teacher professional development programs for educators teaching students with disabilities in the Asia-Pacific region highlight major weaknesses in the training and capacity-building programs currently in place. The review emphasizes the need for ongoing professional development programs to help educators acquire the knowledge and skills they need to teach in inclusive classrooms. The review also indicates that collaboration, policy support, and ongoing investments in teacher education are necessary to eliminate existing professional development gaps and improve teachers' ability to teach using inclusive pedagogy (Ahmed et al., 2022). This reinforces the need for adequate support systems for foreign educators working in Thailand to ensure that the instructional practices they implement are consistent with the goals of inclusive pedagogy and special education.

Policies supporting Primary English as a Second Language (ESL) Education face substantial obstacles when being implemented in emerging economies such as Vietnam. The three major factors that impede implementation are limited resources, inadequate teacher training, and contextual factors that hinder effective instruction. These realities provide evidence that adaptive teaching strategies and policies that support teachers working in diverse, mixed-ability settings must be developed to address these issues (Thi Thanh et al., 2022).

Recent developments in instructional methodologies illustrate that teaching in foreign-language settings is rapidly evolving. The development of task-based learning supported by virtual reality (VR) has demonstrated that increased student engagement and the use of immersive experiences will help improve student success in acquiring language competency. Innovations such as these will provide foreign teachers in mixed-ability education settings with an opportunity to deliver differentiated instruction to their students by using a variety of teaching methods that meet individual students' abilities and learning styles (Pattanasak et al., 2026).

A significant advancement in education has been the emergence and use of generative artificial intelligence (AI) and the development of large language model (LLM) systems to provide equitable access to education and personalize the learning experience. LLMs enable educators

to create individualized instructional materials that address the diverse needs of students with varying abilities and language proficiency levels, thereby promoting inclusivity in education. The availability of these resources provides a scalable solution to address the linguistic and cognitive differences of students participating in special-needs education programs (Lopez-Gazpio, 2025).

Pedagogical strategies such as translanguaging are gaining popularity due to their potential to increase student engagement, support students' language acquisition, and promote inclusivity. Research regarding how lecturers of English as a Foreign Language (EFL) in Indonesia impact students through translanguaging indicates that the majority of EFL lecturers have a positive attitude towards using translanguaging in their classrooms because they believe that it creates understanding for students, increases participation by students, and fills the gaps between the languages spoken by student participants. The use of students' language backgrounds will create improved learning outcomes in inclusive classrooms; therefore, the use of flexible language practices by foreign teachers may result in higher student performance and engagement in diverse learning environments (Sha'ar et al., 2024).

A comprehensive systematic review was conducted by Vasiliki and Afroditi (2025) to summarize available research on teachers' opinions and preparedness to teach English as a foreign language (EFL) to children with developmental dyslexia. The results showed that most teachers held positive perceptions of inclusion, but the majority felt they had not been adequately trained to provide individualized instruction or to assist children who received special education services. The researchers found that there needs to be more targeted professional development opportunities to improve teacher skills in modifying lesson plans, assessing students, and managing the classroom in an inclusive environment. This is especially important when the educator is teaching in a foreign country and will face greater linguistic and cultural barriers than other teachers providing services to students with disabilities and needs (Vasiliki & Afroditi, 2025).

Another research project conducted by Amponteng et al. (2026) explored the influence of teachers' attitudes on their intentions and behavior regarding inclusive education, using the Theory of Planned Behavior as an explanatory framework. The results indicated that teachers' attitudes, subjective norms, and perceived behavioral control significantly influenced their willingness to implement inclusive educational practices. The study also indicated that institutional support, resource availability, and prior experience and training strongly influence teachers' actual behavior when teaching in an inclusive environment. Teachers who perceive themselves as highly trained and competent, along with a supportive organization, are more likely to use differentiated instruction and other inclusive strategies when teaching. The implications of the results demonstrate that both internal (attitudes and beliefs) and external (organizational support and training) factors must be improved to enhance teachers' inclusive education practices. The findings would be beneficial to foreign-trained teachers in Thailand, where adaptation to local inclusive educational policies is critical for effective education for children with disabilities/special needs (Amponteng et al., 2026).

Collado (2026) emphasized that effective strategies and instructional practices in teaching Mandarin as a foreign language require structured planning, contextual adaptation, and continuous teacher training. The study underscored the importance of pedagogical flexibility and learner-centered approaches, which are essential in diverse classroom environments where language barriers and varied learner needs are present. These findings suggest that foreign teachers must be equipped with adaptive teaching strategies to effectively handle inclusive educational settings.

Flores (2026) explored the teacher exchange program from the perspective of international educators, revealing that cross-cultural teaching experiences significantly influence

instructional competence, classroom management, and professional growth. The study highlighted that foreign educators often face challenges in adjusting to new educational systems, yet such exposure enhances their pedagogical awareness and cultural sensitivity. This insight is particularly relevant to inclusive education contexts, where understanding diverse learner backgrounds is crucial for effective teaching practice.

Benson et al. (2026) investigated classroom readiness for inclusive education in public elementary schools and found that successful implementation of inclusive practices depends on teachers' preparedness, institutional support, and access to appropriate training. The study further emphasized that inclusive education requires not only policy support but also teachers' practical competencies to address the needs of learners with diverse abilities. This supports the need for strengthening the teaching practices of foreign educators in inclusive settings to ensure equitable and effective learning outcomes.

Theoretical Framework

This study was anchored in the principle of Differentiated Instruction (DI), as shown in Figure 1. Both general education teachers and special education teachers are generally familiar with the concept of differentiated instruction because of the highly diverse learning characteristics displayed by the students in general education classrooms today (Bender, 2016). Since Tomlinson wrote the initial book on differentiated instruction in 2015, teachers across the nation have begun to implement a wider variety of activities in their classes, based on the differentiated instructional paradigm (O'Meara, 2016).

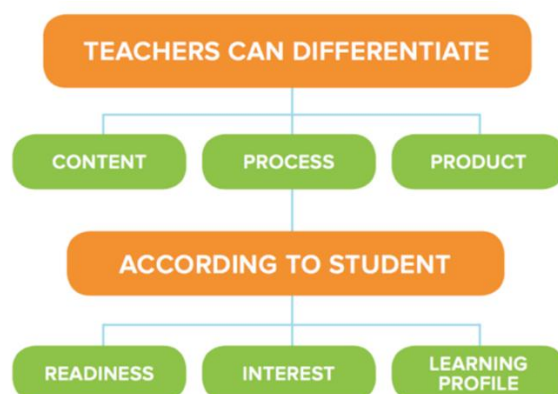


Figure 1. Differentiated Instruction Graphic Organizer

Figure 1 illustrates the Differentiated Instruction (DI) principle, emphasizing that teachers adapt content (what students learn), process (how they learn), and product (how learning is demonstrated) based on learners' readiness, interests, and learning profiles. This approach requires teachers to deeply understand their students' abilities, preferences, and needs, and to tailor instruction accordingly. Grounded in diverse learning theories, DI integrates insights from multiple intelligences and brain-based learning to encourage personalized, engaging, and challenging instruction. Complementing this, the Diversity Inclusive Program Model highlights inclusion as an educational philosophy that actively engages all learners regardless of background or ability, promoting positive attitudes toward diversity, awareness of systemic barriers, and strategies to enhance participation among underrepresented groups.

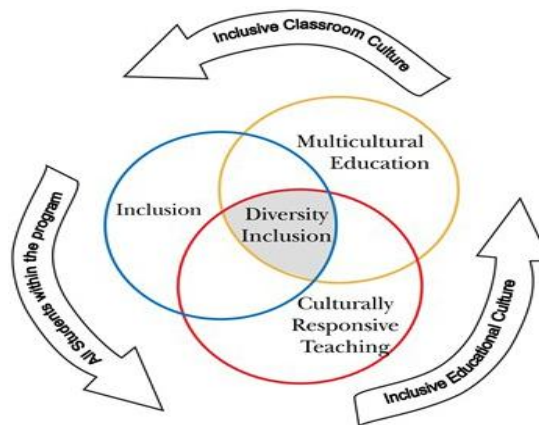


Figure 2. The Diversity Inclusive Program Model

The researcher also postulates that professionals who are open to diversity-inclusive programs are supporters of those who recognize that program success depends on how well prepared the workforce is to work with youth of color and youth with disabilities. The overarching goal of the program model is to formulate an inclusive educational culture and classroom culture and to include all students in programs (LaVergne, 2016). The Diversity Inclusion Program Model was chosen because it draws on important philosophical foundations that reflect the changing demographic shifts among youth in this country. Incidentally, because this concept is new, diversity and inclusion research among underrepresented groups in Extension has not been conducted. However, because the organization is charged with ensuring the future success of developing youth for the agricultural profession, diversity-inclusive research is warranted.

Conceptual Framework

The researcher presented the following Research Paradigm as relevant to the evaluation of foreign teachers in Thailand and their impact on learners' learning process in an inclusive setting. The Input-Process-Output (IPO) framework was used in this study.

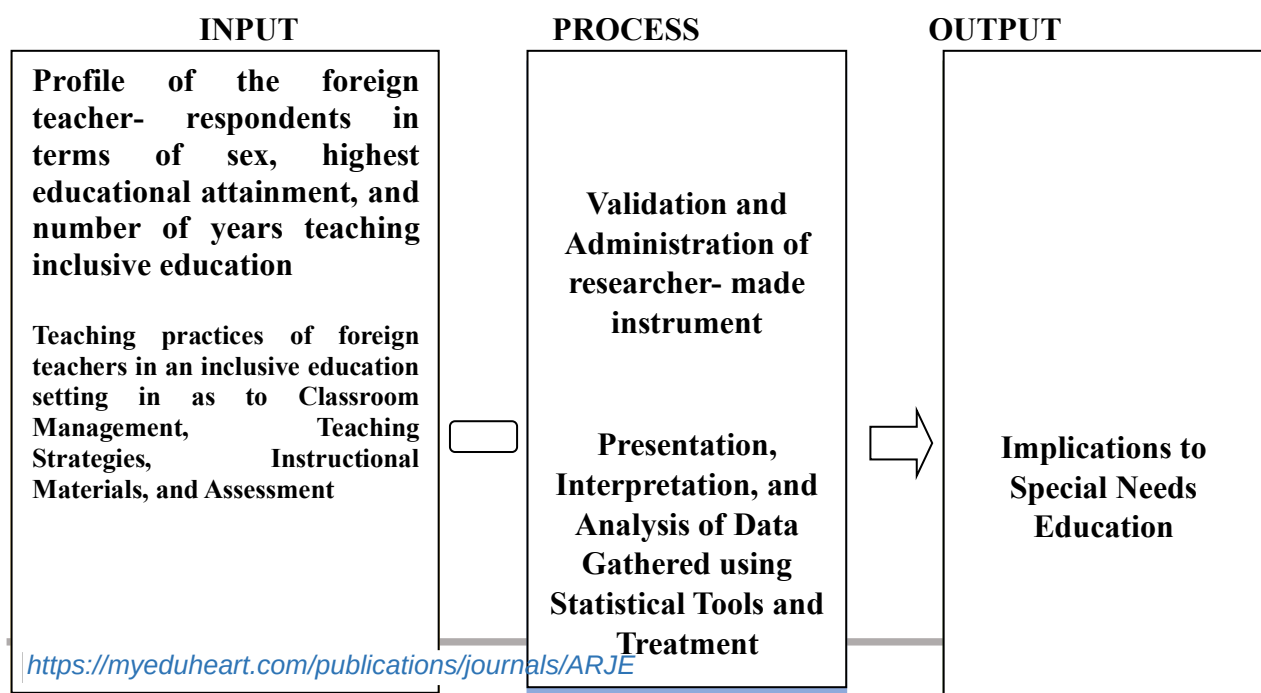


Figure 3. Research Paradigm of the Study

The second box described the procedures used to gather reams of data, and the data were analyzed using appropriate statistical tools. The results or findings of this study have implications for Special Needs Education (Output box) and may be used in decision-making and policy formulation regarding the implementation of inclusive education in Thailand.

The first box in Figure 3 presents the study's inputs regarding the profile of the teacher respondents, including sex, highest educational attainment, and the number of years teaching inclusive education. Secondly, the evaluation of foreign teachers' practices on the learning process in an inclusive education setting, as to Classroom Management, Teaching Strategies, Instructional Materials, and Assessment. This part provides answers to the specific question 1 posed in the Statement of the Problem.

METHODOLOGY

Research Design

This study employed a descriptive research design to examine the teaching practices of foreign teachers in the teaching process in selected inclusive education settings in Thailand. According to Shields and Rangarajan (2017), the descriptive research design is appropriate for this study because it examines and describes the characteristics of the population or phenomenon under study. It does not answer questions about how/ when/ why the characteristics occurred; rather, it addresses the "what" question- what are the characteristics of the population or situation being studied.

Research Steps

The researcher gathered the data needed for the study by submitting a letter of approval to the school head teachers of all departments in the schools, informing them that foreign teachers would be used as respondents in this study. The researcher went to the locale on the permitted date to conduct the survey of teacher respondents. They were first oriented to the purpose of the survey, followed by directions on how to complete and answer the questionnaires. With this, the researcher was able to collect data.

Data Collection and Sample Selection

This study used foreign teachers from several schools in Thailand as respondents, based on their teaching processes in selected inclusive education settings, because the researchers believed they were the ones who could identify their own competencies when teaching within the four walls of the classroom.

The study's research locale was the different schools in Thailand where inclusive education is observed. The goal of founding the secondary school was to determine the teaching practices of the foreign teachers themselves in inclusive education settings in Thailand, as well as teachers' competence in education. For many years, its enrollment has been increasing, and it has produced graduates who have achieved success.

This study used purposive sampling and surveyed 397 foreign teachers or faculty members from the chosen research locale, who were selected as respondents. In this case, it was termed as a population.

Statistical Analysis Methods

The data gathered from the questionnaire were encoded using MS Excel and analyzed through SPSS (Statistical Package for Social Sciences) to ensure accurate statistical interpretation.

Descriptive statistics, including frequencies and percentages, were used to summarize the demographic profile of foreign teachers by sex, highest educational attainment, and years of experience in inclusive education. The mean was used to determine the overall level of teaching practices across key domains, such as classroom management, teaching strategies, instructional materials, and assessment, based on Likert-scale responses. For inferential analysis, Analysis of Variance (ANOVA) was used to examine whether there were significant differences in teaching practices across groups defined by profile variables.

RESULTS AND DISCUSSION

This section presents the analysis and interpretation of data pertaining to the teaching practices of foreign teachers on the teaching process in selected inclusive education setting in Thailand.

SOP 1. What is the demographic profile of foreign teachers exposed to inclusive education along:

- 1.1. sex;*
- 1.2. highest educational attainment; and*
- 1.3. number of years in teaching inclusive education?*

Table 1
Distribution of the Respondents in terms of Sex

Sex	Frequency	Percent
Male	175	44.1
Female	222	55.9
Total	397	100.0

Table 1 shows the distribution of the sex of the foreign teacher respondents. The data indicate that the respondents in selected inclusive education settings in Thailand are dominated by females. Of the 397 teacher respondents, 222 were female (55.9%) and 175 were male (44.1%). Although the females outnumbered the males, the variance is not very significant. This may further mean that the inclusive education settings are distributed or assigned to both sexes.

Table 2
Distribution of the Respondents in terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percent
Bachelor's Degree Holder	263	66.2
With units in a master's degree	67	16.9
Master's degree holder	45	11.3
Master's degree with units in Doctorate	10	2.5
Doctorate degree holder	12	3.0
Total	397	100.0

Table 2 presents the highest level of educational attainment among the foreign teacher respondents. The information shows that most of the foreign teacher respondents hold a bachelor's degree, several have units toward a master's degree, some have already earned their

master's, and a few have a doctorate or have completed a doctorate. This information indicates that a bachelor's degree or higher is among the most important requirements for teaching in Thailand (or for working at all). Simply put, one must be able to provide evidence of a diploma.

Table 3
Distribution of the Respondents in terms of Number of Years in Teaching Inclusive Education

Category	Frequency	Percent
Less than 1 year	60	15.1
1 to 5 years	144	36.3
More than 5 to 10 years	100	25.2
More than 10 years	93	23.4
Total	397	100.0

Table 3 presents the tenure of foreign teachers in inclusive education, showing that most have less than five years of experience, a considerable number have between five and ten years, and some have over ten years of service. This distribution suggests that inclusive education in Thailand has been practiced for more than a decade. The finding aligns with existing literature indicating that legislative measures introduced in 2016 mandated the implementation of inclusive education for learners with disabilities, marking a significant shift from policy to practice. Moreover, prior studies highlight that despite this progress, challenges persist, including cultural perceptions of disability, policy implementation gaps, and funding constraints, which continue to influence the effectiveness of inclusive education in the country.

SOP 2. What are the teaching practices of foreign teachers in an inclusive education setting in terms of:

2.1. Classroom management;

Table 4
Teaching Practices of Foreign Teachers in an Inclusive Education Setting in terms of Classroom Management

Indicators	Mean	Verbal Interpretation
1. Deals justly and impartially with every student	3.51	HP
2. Maintains an ethical distance between oneself and the pupils	3.45	P
3. Fosters a conducive learning environment	3.41	P
4. Makes reasonable and gentle decisions and discipline, and teaches the students how to internalize proper values	3.44	P
5. Uses positive discipline approach	3.53	HP

6. Tells students how, when and where to submit completed work	3.52	HP
7. Makes sure that group cohesiveness and cooperation are stressed over competition	3.33	P
Composite Mean	3.46	P

Legend: 3.51- 4.00= *Highly Practiced (HP)*; 2.51- 3.50= *Practiced (P)*; 1.51- 2.50= *Less Practiced (LP)*; 1.00- 1.50= *Not Practiced (NP)*

Table 4 presents the evaluation of the Teaching Practices of Foreign Teachers in an Inclusive Education Setting regarding Classroom Management. The overall mean of 3.46 indicates that foreign teachers practice Classroom Management. This means that the foreign teachers practice dealing justly and impartially with every student; use a positive discipline approach; and tell students how, when, and where to submit completed work.

Conversely, they are low in practicing as to making sure that group cohesiveness and cooperation are stressed over competition; fostering a conducive learning environment; and making reasonable and gentle decisions, teaching discipline and teaching the students how to internalize proper values.

2.2. Teaching Strategies;

Table 5
Teaching Practices of Foreign Teachers in an Inclusive Education Setting in terms of Teaching Strategies

Indicators	Mean	Verbal Interpretation
1. Gives the learners the chance to speak out about what they think and feel.	3.53	HP
2. Commends the learners for their accomplishments and achievements.	3.50	P
3. Gives attention and care to learners who are timid and shy and seem to have low self-esteem.	3.47	P
4. Allows each member of the class to feel they are valued by the teachers and their peers.	3.55	HP
5. Encourages class members to participate in class activities such as goal setting.	3.55	HP
6. Gives the learners the chance to speak out about what they think and feel. Provides classroom activities that develop learners' critical and creative thinking skills.	3.51	HP
7. Uses differentiated instructions.	3.44	P
Composite Mean	3.51	HP

Legend: 3.51- 4.00= *Highly Practiced (HP)*; 2.51- 3.50= *Practiced (P)*; 1.51- 2.50= *Less Practiced (LP)*; 1.00- 1.50= *Not Practiced (NP)*

Table 5 presents the Teaching Practices of Foreign Teachers in an Inclusive Education Setting in terms of Teaching Strategies, with a composite mean of 3.51, and is highly practiced by teachers. The preceding data on teaching strategies presents that foreign teachers put a lot on

emphasis on encouraging class members to participate in class activities such as goal setting (mean=3.55); allowing each member of the class to feel they are valued by the teachers and other peers (mean=3.55); and giving the learners the chance to speak out about what they think and feel (mean=3.53). However, foreign teachers only practice or give less importance to using differentiated instructions (mean=3.44) and giving attention and care to learners who are timid and shy and seem to have low self-esteem (mean=3.47), as well as commending the learners for their accomplishments and achievements (mean + 3.50).

2.3. *Instructional materials; and*

Table 6
Teaching Practices of Foreign Teachers in an Inclusive Education Setting in terms of Instructional Materials

Indicators	Mean	Verbal Interpretation
1. Knows the elements and processes of developing an instructional plan. (e.g. daily, quarterly, yearly)	3.44	P
2. Identifies and uses appropriate learning objectives, strategies and accompanying materials in the plan.	3.38	P
3. Manifests openness to make necessary adjustments to improve the instructional plan appropriate for teaching conditions.	3.40	P
4. Knows and applies the current guidelines about the grading system fairly.	3.47	P
5. Makes use of ICT-based instructional materials which may set the interest of the learners.	3.34	P
6. Uses clear and concise instructional materials.	3.45	P
7. Uses instructional materials that effectively reinforce the learning process (Facilitates interactive learning experiences with the utilization of various instructional materials).	3.48	P
Composite Mean	3.42	P

Legend: 3.51- 4.00= *Highly Practiced (HP)*; 2.51- 3.50= *Practiced (P)*; 1.51- 2.50= *Less Practiced (LP)*; 1.00- 1.50= *Not Practiced (NP)*

Table 6 presents the Teaching Practices of Foreign Teachers in an Inclusive Education Setting regarding instructional materials, with a composite mean of 3.42, and is practiced by foreign teacher-respondents.

The majority of the surveyed foreign teacher-respondents believe that they practice effective reinforcements for the learning process (mean=3.48) using instructional materials by knowing and applying the current guidelines about the grading system fairly (mean=3.47). In addition, they also use clear and concise instructional materials (mean=3.45) since they know the elements and processes of developing an instructional plan (mean=3.44) and sometimes manifest openness to make necessary adjustment to improve the instructional plan appropriate for teaching conditions (mean=3.40).

2.4. Assessment?

Table 7
Teaching Practices of Foreign Teachers in an Inclusive Education Setting in terms of Assessment

Indicators	Mean	Verbal Interpretation
1. Uses assessment tools that are appropriate for the subject matter goals.	3.45	P
2. Sets fair and reasonable assessment.	3.45	P
3. Expects a high standard for achievement in the class.	3.32	P
4. Provides clear evaluation criteria.	3.38	P
5. Follows the appropriate table of specifications of learning.	3.39	P
6. Assesses the expected learning outcomes effectively.	3.41	P
7. Gives feedback on the assessment administered.	3.36	P
Composite Mean	3.39	P

Legend: 3.51- 4.00= Highly Practiced (HP); 2.51- 3.50= Practiced (P); 1.51- 2.50= Less Practiced (LP); 1.00- 1.50= Not Practiced (NP)

Table 6 presents the teaching practices of foreign teachers in an inclusive education setting, particularly in terms of assessment, with an overall composite mean of 3.39, indicating that these practices are generally observed. Specifically, respondents reported practicing the use of assessment tools aligned with subject matter goals and ensuring fair and reasonable assessment (both with a mean of 3.45), along with effectively assessing expected learning outcomes (mean = 3.41) and adhering to appropriate tables of specifications (mean = 3.39). Furthermore, while schools demonstrate flexibility in allocating resources based on institutional priorities, existing systems tend to emphasize cognitive and behavioral indicators such as academic performance and attendance, with limited structured focus on students' emotional well-being, which is often informally monitored by teachers and support staff through direct interactions.

SOP 3. Is there a significant difference in the teaching practices of foreign teachers on inclusive education setting when grouped according to their profile?

Table 8
Significant Difference between the Teaching Practices of Foreign Teachers on Inclusive Education when Grouped according to their Sex

Source of Variation	t- Test Value	df	p Value	Decision	Remarks
Classroom Management	19.365	3	0.00001	Reject H ₀	Significant
Teaching Strategies	19.360	3	0.00001	Reject H ₀	Significant

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Instructional Materials	19.369	3	0.00001	Reject H ₀	Significant
Assessment	19.372	3	0.00001	Reject H ₀	Significant

Table 8 shows the significant differences in the Teaching Practices of foreign teachers on Inclusive Education when grouped by sex. The computed t-Test value and *p*-value of Classroom Management (19.365, 0.00001); Teaching Strategies (19.360, 0.00001); Instructional Materials (19.369, 0.00001); and Assessment (19.372, 0.00001) reject the null hypothesis of no significant difference. This means that respondents' profiles, in terms of sex, and their evaluations of foreign teachers on inclusive education differ significantly.

Table 9
Significant Difference between the Teaching Practices of Foreign Teachers on Inclusive Education when Grouped according to their Highest Educational Attainment

Source of Variation	F Test Value	df	<i>p</i> Value	Decision	Remarks
Classroom Management	3.788	12	0.080232	Accept H ₀	Not Significant
Teaching Strategies	3.783	12	0.080407	Accept H ₀	Not Significant
Instructional Materials	3.792	12	0.08012	Accept H ₀	Not Significant
Assessment	3.794	12	0.080023	Accept H ₀	Not Significant

Table 9 engages the significant difference between the teaching practices of foreign teachers on inclusive education when grouped according to their highest educational attainment. The computed F-Test value and *p* Value of Classroom Management (3.788, 0.080232); Teaching Strategies (3.783, 0.080407); Instructional Materials (3.792, 0.08012); and Assessment (3.794, 0.080023) accept the null hypothesis of no significant difference. This means, that respondent's profile in terms of highest educational attainment and the teaching practices of foreign teachers on inclusive education are significantly the same.

Table 10
Significant Difference in the Teaching Practices of Foreign Teachers on Inclusive Education when Grouped according to their Number of Years in Teaching Inclusive Education

Source of Variation	F- Test Value	df	<i>p</i> Value	Decision	Remarks
Classroom Management	5.820	9	0.032765	Reject H ₀	Significant
Teaching Strategies	5.809	9	0.032905	Reject H ₀	Significant
Instructional Materials	5.827	9	0.032676	Reject H ₀	Significant
Assessment	5.833	9	0.032599	Reject H ₀	Significant

Table 10 shows a significant difference in the teaching practices of foreign teachers on inclusive education when grouped by their approach to inclusive education. The computed F-Test value and *p-value* of Classroom Management (5.820, 0.032765); Teaching Strategies (5.809, 0.032905); Instructional Materials (5.827, 0.032676); and Assessment (5.833, 0.032599) reject the null hypothesis of no significant difference. This means that respondents' profiles in terms of the number of years in teaching inclusive education and the evaluation of foreign teachers on inclusive education are significantly different.

SOP 4. Based on the findings, what implications may be drawn for the study?

Improving services and resources to promote well-being in our school communities and support success in school and life could be one implication to draw. Another thing is to deliver a “Step Change” in the development of critical skills, knowledge, and competencies to provide the foundations for participation in work and society. Deliver a “Step Change” in the development of critical skills, knowledge, and competences to provide the foundations for participation in work and society. Improving the transition of learners at critical stages in the education and training system is also something to consider. During this time, computers or advanced technology are usually applied, so increasing the use of ICT in teaching, learning and assessment so that learners are equipped with the necessary skills to meet the challenges of a rapidly changing learning environment. Since language is one of the things to consider in this study, learners should know the importance of being efficient in speaking or communicating, learners should communicate effectively and improve their standards of competence in languages.

SUMMARY

This study used a descriptive research design to examine the teaching practices of foreign teachers in the Teaching Process in selected inclusive education settings in Thailand.

The researcher was inspired to undertake this study because she is handling students with special needs in a mainstream classroom. With Inclusive Education now in the forefront of every public and private elementary school in Thailand, she wanted to determine how the learning process transpires in a mainstream class.

The questionnaire used was a researcher-made instrument. The same has been validated by at least five (5) experts in the field. These experts were picked from a pool of education specialists from the identified public schools. The researcher welcomed their suggestions and will make necessary revisions to make the said instrument valid.

Findings

1. Out of 397 foreign teacher-respondents in inclusive settings, the majority were female (55.9%) compared to males (44.1.4%). Most held a bachelor's degree, with some pursuing or completing graduate studies, and only a few reaching the doctoral level. In terms of experience, many had been teaching in inclusive classrooms for less than five years, while others had moderate to extensive experience, indicating that inclusive education in Thailand has been practiced for over a decade.
2. Foreign teachers generally demonstrated high levels of teaching practices across key areas. Classroom management (mean = 3.46) and teaching strategies (mean = 3.51) were highly practiced, particularly in promoting fairness, participation, and student engagement. However, areas such as fostering group cohesion, differentiated instruction, and supporting shy learners received comparatively lower emphasis. Instructional materials (mean = 3.42) and assessment practices

(mean = 3.39) were also evident, with teachers applying appropriate tools, fair grading, and structured instructional planning, although continuous improvement and adaptability were only moderately practiced.

3. Significant differences in teaching practices were found when grouped according to sex and years of teaching experience, as indicated by very low p-values, leading to the rejection of the null hypothesis. However, no significant differences were observed when grouped by highest educational attainment, suggesting that teaching practices in inclusive education are influenced more by demographic and experiential factors than by academic qualifications.

CONCLUSIONS

The following conclusions are hereby presented:

1. The majority of the respondents are female. In terms of Highest Educational Attainment, most of the respondents are Bachelor's Degree Holders, followed by those with units in Master's degree holders, Doctorate degree holders, and Master's degree with units in Doctorate. Further, foreign teachers have been teaching in an inclusive classroom for under 5 years; quite a number between 5 and 10 years; and several with over 10 years.
2. On 'Inclusive Education and Materials Requirement' suggested that necessary facilities like teaching and learning materials, equipment, and some environmental settings that are important for children with special needs should be considered in an inclusive context. Foreign teachers highly practice dealing justly and impartially with every pupil, using a positive discipline approach, and telling students how, when, and where to submit completed work. Conversely, they are low in practice, making sure that group cohesiveness and cooperation are stressed over competition; fostering a conducive environment; and making reasonable, gentle decisions, teaching discipline, and teaching students how to internalize proper values. It can also be concluded that, to ensure that Inclusive Education is put into practice, the importance of instructional materials is significant, and many factors need to be considered. The report 'Inclusive Education and Materials Requirement' suggests that necessary facilities like teaching and learning materials, equipment, and the effectiveness of Inclusive Education are the best support and motivation for teachers and the greatest degree of parents' concern in shaping the child's learning across different aspects.
3. The respondent's profile in terms of sex and the evaluation of foreign teachers on inclusive education are significantly different. Furthermore, the respondents' highest educational attainment and the teaching practices of foreign teachers regarding inclusive education are significantly similar. The number of years the respondents have been teaching inclusive education, and the evaluation of foreign teachers on inclusive education, are significantly different.

RECOMMENDATIONS

Considering the study's findings and conclusions, the following recommendations could be made for special needs education. There are areas to focus on, and indicators for each area.

1. The Policymakers should improve services and resources to promote well-being in our school communities to support success in school and life pertaining to Special Needs Education. The indicator that can be matched in this area is the increase in progression to higher education among holders of further education qualifications. It also marks the start of the expansion of the student support team project. Another

- thing is to build school capacity to respond to critical incidents and adopt proactive approaches that promote mental health.
2. The Ministry of Education of Thailand should deliver a “Step Change” in the development of critical skills, knowledge, and competences to provide the foundations for participation in work and society. The number of higher education entry routes should be decreased. School cluster developed to support the innovative use of digital technologies in teaching, learning, and assessment.
 3. The Curriculum Planners should improve the transition of learners at critical stages in the education and training system. In this area, there is an increase in progression to higher education among holders of further education qualifications, and a decrease in the number of higher education entry routes. The Teachers should focus on specific areas that will increase the use of effective methods in teaching, learning, and assessment so that learners are equipped with the necessary skills to meet the challenges of a rapidly changing learning environment. The indicator to be applied here is also to develop school clusters to support the innovative use of digital technologies in teaching, learning, and assessment. The students, on the other hand, should enable themselves to communicate effectively and improve their personal standards of language competence.

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