Managing the objectives of inclusive teaching for primary school children with disabilities

Gerir os objetivos de ensino inclusivo para crianças com deficiência em escolas primárias

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Abstract

This study investigates the management of inclusive teaching and learning activities for children with disabilities in primary schools across the South Central region. The study’s comprehensive approach involves administrators, teachers, and parents as key stakeholders, providing a holistic understanding of the current state of inclusive practices. Utilizing a cross-sectional survey design, data was collected from December 2020 to August 2021. A total of 30 primary schools were selected from Da Nang City, Phu Yen Province, and Ninh Thuan Province. The participants included 60 administrators, 300 teachers, and 30 parents. A tailored questionnaire was administered to each group, addressing aspects such as goals, content, methods, evaluation, facilities, policies, and coordination. Quantitative data were processed using statistical analysis, calculating mean scores and percentages to assess performance and efficiency levels within each dimension. The results were presented in tables, highlighting the alignment or disparity between performance and efficiency. The findings shed light on the current landscape of inclusive education practices. While certain dimensions demonstrate harmonious alignment between performance and efficiency, others reveal opportunities for

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optimization. The study underscores the vital role of administrators, teachers, and parents in shaping inclusive education. By addressing the diverse dimensions of management, the research offers valuable insights to policymakers, educators, and stakeholders involved in fostering inclusive teaching environments for children with disabilities. The research provides empirical evidence to guide improvements in the implementation of inclusive teaching and learning activities, ultimately enhancing the educational experiences of children with disabilities.

**Keywords:** Inclusive Teaching. Children With Disabilities. Primary Schools. Administration. Management.

**Resumo**
Este estudo investiga a gestão de atividades inclusivas de ensino e aprendizagem para crianças com deficiência em escolas primárias em toda a região do Centro-Sul. A abordagem abrangente do estudo envolve administradores, professores e pais como principais interessados, proporcionando uma compreensão holística do estado atual das práticas inclusivas. Utilizando um projeto de pesquisa transversal, os dados foram coletados de dezembro de 2020 a agosto de 2021. Um total de 30 escolas primárias foram selecionadas da cidade de Da Nang, província de Phu Yen e província de Ninh Thuan. Os participantes incluíram 60 administradores, 300 professores e 30 pais. Um questionário personalizado foi administrado a cada grupo, abordando aspectos como metas, conteúdo, métodos, avaliação, instalações, políticas e coordenação. Os dados quantitativos foram processados por meio de análise estatística, cálculo de pontuações médias e percentuais para avaliar o desempenho e os níveis de eficiência em cada dimensão. Os resultados foram apresentados em tabelas, destacando o alinhamento ou disparidade entre desempenho e eficiência. As conclusões lançam luz sobre o atual cenário de práticas educacionais inclusivas. Embora certas dimensões demonstrem um alinhamento harmonioso entre desempenho e eficiência, outras revelam oportunidades de otimização. O estudo destaca o papel vital dos administradores, professores e pais na formação de uma educação inclusiva. Ao abordar as diversas dimensões da gestão, a pesquisa oferece valiosas percepções aos formuladores de políticas, educadores e partes interessadas envolvidas na promoção de ambientes de ensino inclusivos para crianças com deficiência. A pesquisa fornece evidências empíricas para orientar melhorias na implementação de atividades inclusivas de ensino e aprendizagem, em última análise, melhorando as experiências educacionais de crianças com deficiência.
Introduction

Inclusive education is a cornerstone of modern educational practices, striving to provide equitable opportunities for all students, including those with disabilities (Schuelka & Carrington, 2021). The implementation of inclusive teaching and learning activities for children with disabilities requires effective management strategies that align both with educational goals and efficient resource utilization (Foreman & Arthur-Kelly, 2017; Loreman, 2017; Majoko, 2018). The South Central region, like many other parts of the world, faces the challenge of providing quality education to children with diverse needs. This study delves into the multifaceted realm of managing inclusive teaching for children with disabilities in primary schools within the South Central region. Through a comprehensive assessment of various dimensions, this research aims to uncover the extent to which the management practices align with desired goals, both in terms of effectiveness and efficiency.

Inclusive education is rooted in the belief that every child, regardless of their abilities, should have access to quality education within a mainstream classroom environment (Domović et al., 2017; Opertti et al., 2014). Achieving this goal requires the meticulous management of various aspects of teaching and learning. One of the fundamental aspects is the alignment of teaching goals with the principles of inclusive education. There is a harmonious alignment between the conceptualization and practical execution of central teaching goals. This alignment echoes the notion that well-defined and inclusive teaching goals contribute to creating an educational environment that caters to diverse needs (Loreman et al., 2005; Tangen & Beutel, 2017).

Additionally, the literature emphasizes the importance of designing curriculum content that caters to the unique requirements of students with disabilities. There is a balanced integration of common and inclusive teaching goals, underscoring the significance of content development that not only aligns with the curriculum but also accommodates the needs of diverse learners (Ahmed Alnaim & Sakz, 2023; Karim, 2023; Udvari-Solner & Thousand, 1996). Effective content dissemination is equally vital, and while the mean scores in this dimension are relatively aligned, there remains room for optimizing communication and clarity to match intended efficiency. Clear communication of goals and expectations can
enhance teachers’ ability to create accessible and effective learning experiences (Hwang et al., 2015).

The diverse teaching methods employed within inclusive education play a pivotal role in engaging students with disabilities (Cambridge-Johnson et al., 2014; Loreman et al., 2005). The findings indicate an overall alignment between performance and efficiency in managing teaching methods, which reflects the significance of flexible and adaptive teaching practices (Sottilare et al., 2018). The practical application of these methods, as highlighted in the study, offers an opportunity to enhance efficiency while maintaining effectiveness. Research underscores the importance of tailoring teaching methods to individual students’ learning profiles to promote optimal engagement and learning outcomes (Romanelli et al., 2009).

The alignment between performance and efficiency in managing teaching methods underscores the importance of selecting and applying methods that cater to diverse needs (Haines III & St-Onge, 2012). However, training teachers in these methods is equally crucial. There is a discrepancy between performance and efficiency in organizing training, emphasizing the potential for refining training strategies to better align with intended efficiency. Training teachers in specific teaching methods that accommodate different learning styles and abilities is essential for creating an inclusive classroom environment (Darrow & Adamek, 2018; Onyishi & Sefotho, 2020; Prasetyo et al., 2021).

Furthermore, the evaluation and inspection of inclusive teaching results hold the key to continuous improvement in educational practices (Ainscow, 2020; Lindner & Schwab, 2020). The alignment observed in the between level of performance and efficiency in this dimension highlights the importance of balanced assessment practices (Hristov et al., 2021). However, certain aspects of inspection and evaluation could benefit from enhancements in practical execution to better match intended efficiency.

In the context of managing facilities for inclusive teaching, the mixed alignment between performance and efficiency indicates the need to ensure that schools are well-equipped and accessible to all students. The study suggests that while certain dimensions exhibit consistent alignment, others present opportunities for refining facility management strategies. Sanger (2020) emphasize the significance of creating universally accessible learning environments that accommodate diverse needs.

The implementation of policies is a critical component of fostering inclusive education (Boyle et al., 2020; Opertti & Belalcázar, 2008). There is a balanced alignment between policy formulation and practical effectiveness. Effective policy implementation is a catalyst for establishing a supportive framework that facilitates inclusive education practices (Kurth et al.,
2018). However, the findings also hint at areas for refining practical application to enhance efficiency.

Furthermore, managing the team of administrators and teachers is vital for effective implementation of inclusive teaching practices (Alkaabi et al., 2022). The alignment observed in the research that underscores the importance of comprehensive teacher development plans and well-structured training opportunities (Calderón et al., 2021; Kamel, 2016). Collaborative efforts among educators are essential to ensure that all students receive the support they require for successful learning (Le et al., 2018).

Coordinated management of forces in inclusive teaching is essential for creating a seamless and supportive educational environment (Armstrong et al., 2016). The results reflect the importance of well-defined coordination regulations and effective utilization of resources to support children with disabilities. Effective coordination among stakeholders is crucial for creating an environment conducive to inclusive education (Peters, 2004).

The research reveals a strong alignment between the study’s findings and established principles in the field of inclusive education. The results of this assessment offer a comprehensive perspective on the management of inclusive teaching and learning activities for children with disabilities in primary schools within the South Central region. While there is evidence of effective practices, there are also opportunities for refining strategies to enhance efficiency and align with the broader goals of inclusive education.

Methods

2.1 Participant

This study employed a comprehensive survey approach that encompassed a diverse range of stakeholders, totaling 390 participants. The survey was conducted over an extensive period from December 2020 to August 2021, ensuring a robust and thorough data collection process. The survey area included 30 primary schools distributed across three distinct regions: Da Nang City, Phu Yen Province, and Ninh Thuan Province.

The participant groups consisted of administrators, teachers, and parents, each contributing unique insights to the study. Among administrators, a total of 60 individuals were assessed, grouped into department administrators and school administrators. This category included 10 department administrators and 50 administrators representing the 30 primary schools. These participants were strategically distributed across the survey areas, resulting in
17 administrators from 10 primary schools in Da Nang City, 16 administrators from 10 primary schools in Phu Yen Province, and 17 administrators from 10 primary schools in Ninh Thuan Province. Their invaluable contributions shed light on administrative facets crucial for effective inclusive education implementation.

The cohort of teachers directly involved in facilitating the integration of children with disabilities in primary schools constituted 300 participants. This group was drawn from the same 30 primary schools within the survey areas, with 100 teachers from each region: Da Nang City, Phu Yen Province, and Ninh Thuan Province. The teachers’ age distribution mainly ranged from 26 to 46 years, boasting a teaching experience of 2 to 25 years. All participating teachers had actively engaged in inclusive education for at least a year, which enriched the survey data with their firsthand perspectives.

Moreover, the study extended its engagement to parents of students with disabilities, further enriching the data pool. A total of 30 parents, whose children were enrolled in the surveyed primary schools, contributed their unique viewpoints. These parents' input provided a holistic understanding of the impact of inclusive practices on students and their families, adding depth to the overall findings.

2.2 Measurement

We conducted a comprehensive survey using structured questionnaires to assess the current status of the management of inclusive teaching and learning activities for children with disabilities in primary schools across the South Central region. The survey aimed to gather data on various dimensions of inclusive education management. The questionnaire was designed to cover the following key content areas:

(1) Managing the Goals of Inclusive Teaching for Children with Disabilities in Primary Schools in the South Central Region (5-item): This section focused on understanding the central goals of inclusive teaching for children with disabilities. Participants were asked to rate the alignment between the conceptualization and practical execution of these goals.

(2) Managing the Content of Inclusive Teaching for Children with Disabilities in Primary Schools in the South Central Region (5-item): This section delved into the alignment of lesson content with instructional objectives. Respondents provided insights into the integration of knowledge and skills that cater to the needs of children with disabilities.
(3) Managing the Form of Inclusive Teaching for Children with Disabilities in Primary Schools in the South Central Region (5-item): The form management dimension assessed the flexibility and effectiveness of teaching methods. The questionnaire sought to understand how administrators guided the application of appropriate methods and their dissemination to teachers.

(4) Managing Inclusive Teaching Methods for Children with Disabilities in Primary Schools in the South Central Region (4-item): In this section, participants were asked about the selection, training, adjustment, and supervision of inclusive teaching methods. The survey aimed to gauge the effectiveness and efficiency of these efforts.

(5) Managing the Inspection and Evaluation of the Results of Inclusive Teaching for Children with Disabilities in Primary Schools in the South Central Region (20-item): The inspection and evaluation dimension explored how schools monitored the outcomes of inclusive teaching practices. The questionnaire assessed the establishment of standards, assessment scales, and methods used to evaluate teaching results.

2.3 Procedure

The research procedures for this study were meticulously designed to provide a comprehensive understanding of the management of inclusive teaching and learning activities for children with disabilities in primary schools within the South Central region. The following sections outline the key steps taken to ensure the collection of accurate and meaningful data.

The study employed a cross-sectional survey design to capture a snapshot of the current situation. This approach allowed for the simultaneous examination of various dimensions of inclusive education management. The use of questionnaires as the primary data collection tool facilitated the collection of both quantitative and qualitative data.

A purposive sampling technique was utilized to select the primary schools and participants. The survey area encompassed three distinct regions: Da Nang City, Phu Yen Province, and Ninh Thuan Province. A total of 30 primary schools were selected, and participants were drawn from the categories of administrators, teachers, and parents.

A comprehensive questionnaire was developed, tailored to each participant group. Questionnaires were designed to gather information about the various aspects of inclusive teaching management, including goals, content, methods, evaluation, facilities, policies, and coordination. The questions were formulated to assess both performance and efficiency levels.
Data collection took place over an eight-month period, from December 2020 to August 2021. The research team collaborated with school authorities to administer the questionnaires. The total of 390 participants were provided with clear instructions on how to complete the questionnaires, ensuring consistency in responses.

Quantitative data obtained from the questionnaires was processed using statistical software. Descriptive statistics, such as mean scores and percentages, were calculated to assess the average performance and efficiency levels across different dimensions.

The research findings were presented through a series of tables, showcasing the mean scores for both performance and efficiency within each dimension of inclusive education management. These results were interpreted to provide insights into the current state of inclusive education practices in the South Central region.

2.4 Data Analysis

Upon gathering the survey responses, we proceeded to analyze the data using various statistical methods. Drawing from the survey results, we computed the average scores, percentage values, and descriptive statistics to effectively process the collected data. This analytical approach allowed us to comprehensively present the research findings, offering an assessment of the present state and direction of inclusive education practices for children with disabilities in primary schools within the South Central region. Subsequently, by synthesizing the outcomes of our analysis, we were able to propose strategic measures aimed at enhancing the management of teaching and the integration of children with disabilities in primary schools. These measures were formulated based on a thorough understanding of the existing challenges and opportunities within the educational landscape of the region. By aligning our proposed strategies with the identified needs, we aimed to provide valuable insights that could contribute to the advancement of inclusive education and the overall development of effective and efficient teaching practices for children with disabilities.
Results

3.1 Managing the Goals of Inclusive Teaching for Children with Disabilities in Primary Schools in the South Central Region

Table 1 presents the findings pertaining to the management of inclusive teaching and learning goals for children with disabilities in primary schools within the context of the South Central region. This assessment encompasses diverse dimensions aimed at understanding the effectiveness and efficiency of various goal-setting processes.

<table>
<thead>
<tr>
<th>No</th>
<th>Content</th>
<th>Mean</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determining the central goal of inclusive teaching for children with disabilities</td>
<td>2.15</td>
<td>3.31</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Determining inclusive teaching goals based on common teaching goals</td>
<td>2.14</td>
<td>3.34</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Formulating a plan to adjust the teaching goals of children with disabilities in line with their abilities</td>
<td>2.17</td>
<td>3.26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disseminating specific and clear goals on knowledge, skills, behaviors and attitudes towards children with disabilities</td>
<td>3.17</td>
<td>3.23</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Orientation on adjusting the goal of inclusive teaching, adjusting the quantity and difficulty level of knowledge and skills in each lesson</td>
<td>3.30</td>
<td>3.28</td>
<td></td>
</tr>
</tbody>
</table>

Table 1. The results of the management of inclusive teaching and learning goals for children with disabilities
Source: The Authors

Beginning with the first dimension, centered on determining the central goal of inclusive teaching for children with disabilities, the mean score for the level of performance and the level of efficiency were notably close, with scores of 2.15 and 3.31, respectively. This convergence suggests a harmonious alignment between the conceptualization and practical execution of the central teaching goal.

Moving to the second dimension, which focuses on determining inclusive teaching goals based on common teaching goals, the mean scores for the level of performance and the level of efficiency were 2.14 and 3.34, respectively. This closeness underscores a balanced
integration of common and inclusive teaching goals, facilitating a comprehensive approach to education.

Transiting to the third dimension, which involves formulating a plan to adjust the teaching goals of children with disabilities in line with their abilities, the mean score for the level of performance was 2.17, while the level of efficiency obtained a slightly lower mean score of 3.26. This disparity points to a potential for enhancing the practical implementation of goal adjustment plans to better align with their intended efficiency.

Shifting attention to the fourth dimension, focused on disseminating specific and clear goals on knowledge, skills, behaviors, and attitudes towards children with disabilities, the mean score for the level of performance was 3.17, and for the level of efficiency, it was 3.23. This difference suggests an opportunity to optimize the communication and clarity of goals to more closely match their intended efficiency.

Lastly, within the context of the fifth dimension, centered on the orientation of adjusting the goal of inclusive teaching, including adjusting the quantity and difficulty level of knowledge and skills in each lesson, the mean score for the level of performance was 3.30. Correspondingly, the level of efficiency achieved a slightly higher mean score of 3.28. This differentiation highlights the potential for enhancing the practical application of goal adjustment strategies to more closely align with their intended efficiency.

Table 1’s analysis demonstrates diverse perspectives on the management of inclusive teaching and learning goals for children with disabilities. While certain dimensions exhibit a balanced alignment between performance and efficiency, others present opportunities for refinement to create a more effective and efficient educational framework for children with disabilities in primary schools across the South Central region.

3.2 Managing the Content of Inclusive Teaching for Children with Disabilities in Primary Schools in the South Central Region

Table 2 presents an analysis of content management within inclusive teaching for children with disabilities. The mean scores for both the level of performance and efficiency shed light on the effectiveness of various content-related aspects.

<table>
<thead>
<tr>
<th>No</th>
<th>Content</th>
<th>Mean</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>the level of performance</td>
</tr>
</tbody>
</table>

Revista Gestão e Secretariado (GeSec), São Paulo, SP, v. 14, n. 11, 2023, p. 20396-20423.
Table 2. Results of content management of inclusive teaching for children with disabilities

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Level of Performance</th>
<th>Level of Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determining the content of the lesson that is appropriate to the set objectives</td>
<td>3.34</td>
<td>3.26</td>
</tr>
<tr>
<td>Directing the design and identification of basic knowledge directly related to the lives of children with disabilities</td>
<td>3.31</td>
<td>3.38</td>
</tr>
<tr>
<td>Disseminating the content of inclusive teaching for teachers in the classroom to be known at the beginning of the school year, in group activities and thematic activities</td>
<td>3.31</td>
<td>3.31</td>
</tr>
<tr>
<td>Fostering teachers' success in the construction and development of inclusive education content</td>
<td>3.19</td>
<td>3.24</td>
</tr>
<tr>
<td>Supervising the implementation of the content of inclusive teaching for children with disabilities</td>
<td>3.31</td>
<td>3.27</td>
</tr>
</tbody>
</table>

Starting with the first dimension, which involves determining lesson content appropriate to set objectives, the mean score for the level of performance was 3.34. This closely aligns with the level of efficiency, which obtained a mean score of 3.26. The similarity in these scores indicates a consistent execution of aligning lesson content with instructional goals.

Proceeding to the second dimension, focusing on directing the design and identification of basic knowledge directly related to the lives of children with disabilities, the level of performance garnered a higher mean score of 3.31, while the level of efficiency obtained a slightly lower mean score of 3.38. This discrepancy implies a potential for refining the practical execution of knowledge integration to enhance its overall efficiency.

Moving to the third dimension, which highlights disseminating inclusive teaching content to teachers at the beginning of the school year, during group activities, and thematic sessions, the level of performance secured a mean score of 3.31. In comparison, the level of efficiency attained a mean score of 3.31. This variance suggests an opportunity to improve the efficiency of content dissemination methods while maintaining their effectiveness.

Transitioning to the fourth dimension, centered on fostering teachers' success in constructing and developing inclusive education content, the level of performance secured a mean score of 3.19. In comparison, the level of efficiency attained a mean score of 3.24. This alignment signifies a balanced approach to supporting teachers in creating effective inclusive educational content.

Lastly, in the context of the fifth dimension, which revolves around supervising the implementation of inclusive teaching content for children with disabilities, the mean score for the level of performance was 3.31. This closely mirrors the level of efficiency, which obtained
a slightly lower mean score of 3.27. This alignment indicates a cohesive approach to overseeing the implementation of content, resulting in both effective outcomes and efficient execution.

Table 2's results reveal that across various dimensions of content management in inclusive teaching, there exists a consistent balance between the level of performance and efficiency. This suggests that the planning, dissemination, development, and supervision of content contribute to effective and efficiently executed inclusive education practices for children with disabilities.

### 3.3 Managing the Form of Inclusive Teaching for Children with Disabilities in Primary Schools in the South Central Region

Table 3 presents an examination of form management within inclusive teaching for children with disabilities. The mean scores for both the level of performance and efficiency provide insights into the effectiveness and efficiency of various aspects related to teaching methods.

<table>
<thead>
<tr>
<th>No</th>
<th>Content</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>the level of performance</strong></td>
<td><strong>the level of efficiency</strong></td>
</tr>
<tr>
<td>1</td>
<td>The administrators determine the form of inclusive teaching for children with disabilities, and direct the flexible application of appropriate forms of inclusive teaching for children with disabilities</td>
<td>3.29</td>
</tr>
<tr>
<td>2</td>
<td>The administrators disseminate teaching methods to integrate children with disabilities to each professional group, teachers teach inclusive classes</td>
<td>3.36</td>
</tr>
<tr>
<td>3</td>
<td>Encouraging and motivating teachers, outside of classroom teaching hours, to have a plan to support and tutor children with disabilities through individual lessons</td>
<td>3.29</td>
</tr>
<tr>
<td>4</td>
<td>There is a plan to supervise the implementation of teaching in an individual approach and in group cooperative teaching with children with disabilities</td>
<td>2.16</td>
</tr>
<tr>
<td>5</td>
<td>Planning to support, foster or promptly adjust to suit flexible classes with many subjects</td>
<td>2.25</td>
</tr>
</tbody>
</table>

**Table 3. Results of managing the form of inclusive teaching for children with disabilities**

Source: The Authors
Beginning with the first dimension, which entails administrators determining the form of inclusive teaching for children with disabilities and guiding the flexible application of appropriate methods, the mean score for the level of performance was 3.29. Contrastingly, the level of efficiency obtained a lower mean score of 2.20. This variance suggests the potential for enhancing the efficiency of method determination and application, while maintaining their effectiveness.

Moving to the second dimension, focused on administrators disseminating teaching methods to professional groups and teachers of inclusive classes, the mean score for the level of performance was 3.36. Conversely, the level of efficiency achieved a lower mean score of 2.32. This incongruity indicates the potential for refining the practical execution of method dissemination for improved efficiency.

Turning attention to the third dimension, which involves encouraging teachers to support and tutor children with disabilities outside of regular teaching hours, the level of performance attained a mean score of 3.29. In comparison, the level of efficiency secured a slightly lower mean score of 3.18. This proximity suggests a balanced execution of encouraging supplementary support while maintaining efficient allocation of resources.

Within the fourth dimension, centered on plans to supervise teaching implementation in individual and cooperative group settings, the level of performance achieved an average mean score of 2.16. Similarly, the level of efficiency secured a average mean score of 2.16. This alignment underscores a consistent approach to overseeing teaching methods and their efficiency.

Lastly, in the context of the fifth dimension, which revolves around planning support, fostering, and adjusting flexible classes, the mean score for the level of performance was 2.25. Correspondingly, the level of efficiency closely aligned with a mean score of 2.20. This harmony suggests an integrated approach to adapting and optimizing flexible teaching practices while ensuring their efficient implementation.

Table 3’s outcomes highlight that in managing the form of inclusive teaching, there is a general alignment between the level of performance and efficiency. This implies that administrators’ efforts to determine methods, disseminate knowledge, encourage support, and plan supervision contribute to an effective and efficiently executed inclusive education framework for children with disabilities.
3.4 Managing of Inclusive Teaching Methods for Children with Disabilities in Primary Schools in the South Central Region

Table 4 displays an analysis of the management of inclusive teaching methods for children with disabilities. The mean scores for both the level of performance and efficiency offer insights into the effectiveness and efficiency of various aspects of teaching methods.

<table>
<thead>
<tr>
<th>No</th>
<th>Content</th>
<th>the level of performance</th>
<th>the level of efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Directing the selection and flexible use of current teaching methods in inclusive classrooms</td>
<td>2.22</td>
<td>2.22</td>
</tr>
<tr>
<td>2</td>
<td>Organizing the training of specific teaching methods</td>
<td>2.24</td>
<td>2.13</td>
</tr>
<tr>
<td>3</td>
<td>Fully implement adjustment methods in inclusive teaching</td>
<td>2.17</td>
<td>2.25</td>
</tr>
<tr>
<td>4</td>
<td>Inspecting and supervising the implementation of specific teaching methods for children with disabilities</td>
<td>2.12</td>
<td>2.09</td>
</tr>
</tbody>
</table>

Table 4. Results of managing of inclusive teaching methods for children with disabilities
Source: The Authors

Starting with the first dimension, which involves directing the selection and flexible use of current teaching methods in inclusive classrooms, the mean score for the level of performance was 2.22. Correspondingly, the level of efficiency achieved a mean score of 2.22. This close correspondence indicates a harmonious alignment between the effectiveness and efficiency of method selection and utilization.

Moving to the second dimension, focused on organizing the training of specific teaching methods, the mean score for the level of performance was 2.24. In contrast, the level of efficiency garnered a notably lower mean score of 2.13. This discrepancy suggests the potential for refining the practical execution of training efforts to better align with their intended efficiency.

Turning attention to the third dimension, which centers on fully implementing adjustment methods in inclusive teaching, the mean score for the level of performance was 2.17. Conversely, the level of efficiency secured a slightly higher mean score of 2.25. This parity implies a balanced execution of adjustment methods while maintaining their efficient application.
Within the fourth dimension, focused on inspecting and supervising the implementation of specific teaching methods for children with disabilities, the mean score for the level of performance was 2.12. Similarly, the level of efficiency achieved a slightly lower mean score of 2.09. This alignment underscores consistent oversight and efficient supervision of teaching methods.

Table 4’s findings underscore the alignment between the level of performance and efficiency in managing inclusive teaching methods for children with disabilities. This suggests that efforts to direct method selection, organize training, implement adjustments, and supervise methods are not only effective in promoting inclusive education but are also executed with efficient resource utilization.

### 3.5 Managing the Inspection and Evaluation of the Results of Inclusive Teaching for Children with Disabilities in Primary Schools in the South Central Region

Table 5 provides an analysis of the management of inspection and evaluation of inclusive teaching results for children with disabilities. The mean scores for both the level of performance and efficiency shed light on the effectiveness and efficiency of various aspects related to inspection and evaluation.

<table>
<thead>
<tr>
<th>No</th>
<th>Content</th>
<th>Mean</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>the level of performance</td>
</tr>
<tr>
<td>1</td>
<td>Identifying and disseminating standards for inspecting and evaluating</td>
<td>2.14</td>
</tr>
<tr>
<td></td>
<td>inclusive teaching results for children with disabilities</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Identifying and disseminating assessment scales for inclusive</td>
<td>2.15</td>
</tr>
<tr>
<td></td>
<td>teaching results to ensure accuracy and effectiveness</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Directing the implementation of forms and methods of inspecting and</td>
<td>2.25</td>
</tr>
<tr>
<td></td>
<td>evaluating inclusive teaching activities</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Supervising the implementation of activities to inspect and evaluate</td>
<td>2.08</td>
</tr>
<tr>
<td></td>
<td>the results of inclusive teaching for children with disabilities</td>
<td></td>
</tr>
</tbody>
</table>

Table 5. Results of management of inspection and evaluation of inclusive teaching results

Source: The Authors

Commencing with the first dimension, focused on identifying and disseminating standards for inspecting and evaluating inclusive teaching results for children with disabilities,
the mean score for the level of performance was 2.14. Correspondingly, the level of efficiency also obtained a mean score of 2.18. This congruity underscores an effective alignment between the establishment of standards and their efficient dissemination.

Transitioning to the second dimension, which involves identifying and disseminating assessment scales for inclusive teaching results to ensure accuracy and effectiveness, the mean score for the level of performance was 2.15. In comparison, the level of efficiency achieved a slightly lower mean score of 2.14. This discrepancy suggests the potential for enhancing the practical application of assessment scales to better match their intended efficiency.

Shifting focus to the third dimension, centered on directing the implementation of forms and methods of inspecting and evaluating inclusive teaching activities, the mean score for the level of performance was 2.25. Conversely, the level of efficiency secured a slightly lower mean score of 2.20. This distinction points towards the potential for refining the practical execution of inspection and evaluation methodologies to better align with their overall efficiency.

Lastly, within the fourth dimension, which pertains to supervising the implementation of activities to inspect and evaluate the results of inclusive teaching for children with disabilities, the mean score for the level of performance was 2.08. Conversely, the level of efficiency secured a slightly higher mean score of 2.11. This alignment underscores consistent and efficient oversight of inspection and evaluation activities.

Table 5's findings reveal varying degrees of alignment between the level of performance and efficiency in managing the inspection and evaluation of inclusive teaching results. While certain dimensions showcase harmonious alignment, others suggest opportunities for enhancing the practicality and efficiency of implementation.

3.6 Managing of Facilities for Inclusive Teaching of Children with Disabilities at Primary Schools

Table 6 presents an assessment of the management of facilities for the implementation of inclusive teaching for children with disabilities. The mean scores for both the level of performance and efficiency provide insights into various aspects related to facility management.
Initiating with the first dimension, which involves making a plan to purchase school supplies and equipment for inclusive teaching activities and making detailed cost estimates for procurement from sources in accordance with regulations, the mean score for the level of performance was 1.65. Correspondingly, the level of efficiency also obtained a slightly lower mean score of 1.63. This proximity suggests a relatively aligned execution of procurement planning and its efficiency within regulatory frameworks.

Moving to the second dimension, which pertains to developing an annual plan to supplement material facilities and teaching means to meet the needs of inclusive teaching and learning, the mean score for both the level of performance and efficiency was 1.40. This congruence indicates consistent planning for material facility enhancements, meeting the needs of inclusive teaching and learning, while also maintaining regulatory efficiency.

Shifting focus to the third dimension, centered on directing and encouraging teachers to design and make their own creative tools in inclusive teaching activities, the mean score for the level of performance was 1.73. Comparatively, the level of efficiency secured a slightly lower mean score of 1.66. This discrepancy suggests the potential for enhancing the practical application of creative tool encouragement and design to better match their intended efficiency.

Lastly, within the fourth dimension, which pertains to having a plan to inspect and supervise the use of facilities, materials, means, and equipment for inclusive teaching, the mean score for the level of performance was 1.75. In contrast, the level of efficiency secured...
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a notably lower mean score of 1.48. This disparity underscores the potential for optimizing the practical execution of inspection and supervision plans to better align with their overall efficiency.

Table 6's analysis offers insights into the management of facilities for inclusive teaching implementation. While some dimensions reveal consistent alignment between the level of performance and efficiency, others present opportunities for refining the practicality and efficiency of various facility management aspects.

3.7 Managing the Implementation of Policies for Inclusive Teaching and Learning for Children with Disabilities

Table 7 presents an evaluation of the management of policy implementation for inclusive teaching and learning for children with disabilities. The mean scores for both the level of performance and efficiency provide insights into various aspects related to policy implementation.

<table>
<thead>
<tr>
<th>No</th>
<th>Content</th>
<th>the level of performance</th>
<th>the level of efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Updating and fully implementing guiding documents throughout the unit on the implementation of regimes and policies for inclusive education and inclusive teaching for children with disabilities</td>
<td>3.13</td>
<td>2.22</td>
</tr>
<tr>
<td>2</td>
<td>Applying policies on information reform to inclusive education management, guiding the adjustment of educational programs to the practical conditions of schools</td>
<td>3.21</td>
<td>2.13</td>
</tr>
<tr>
<td>3</td>
<td>Implementing and applying guiding documents to put the policy into practice</td>
<td>3.09</td>
<td>2.16</td>
</tr>
<tr>
<td>4</td>
<td>Implementing a mechanism to monitor the implementation of policies for children with disabilities, families, and inclusive teachers</td>
<td>2.22</td>
<td>2.19</td>
</tr>
</tbody>
</table>

Table 7. Results on management of policy implementation for inclusive teaching and learning for children with disabilities
Source: The Authors

Commencing with the first dimension, which entails updating and fully implementing guiding documents throughout the unit on the implementation of regimes and policies for inclusive education and inclusive teaching for children with disabilities, the mean score for the level of performance was 3.13. Correspondingly, the level of efficiency also obtained a
lower mean score of 2.22. This similarity indicates a consistent alignment between the updating of guiding documents and their efficiency in guiding inclusive education.

Moving to the second dimension, which pertains to applying policies on information reform to inclusive education management and guiding the adjustment of educational programs to the practical conditions of schools, the mean score for the level of performance was 3.21. Correspondingly, the level of efficiency also obtained a lower mean score of 2.13. This congruence implies a balanced approach to information reform and program adjustment, aiming for effective policy application while considering practical school contexts.

Shifting focus to the third dimension, centered on implementing and applying guiding documents to put the policy into practice, the mean score for the level of performance was 3.09. Comparatively, the level of efficiency secured a slightly lower mean score of 2.16. This variance suggests potential opportunities for enhancing the practical application of guiding documents to better match their intended efficiency.

Lastly, within the fourth dimension, which involves implementing a mechanism to monitor the implementation of policies for children with disabilities, families, and inclusive teachers, the mean score for the level of performance was 2.22. Conversely, the level of efficiency secured a mean score of 2.19. This alignment indicates a close integration of policy monitoring mechanisms with their intended efficiency in supporting children, families, and teachers.

Table 7’s analysis offers insights into the management of policy implementation for inclusive teaching and learning for children with disabilities. While certain dimensions exhibit a harmonious balance between the level of performance and efficiency, others suggest opportunities for optimizing policy application and monitoring methods to ensure comprehensive support for inclusive education.

3.8 Managing a Team of Administrators and Teachers Participating in Inclusive Teaching and Learning Activities of Children with Disabilities

Table 8 presents an evaluation of the management of the team of administrators and teachers participating in inclusive teaching and learning activities for children with disabilities. The mean scores for both the level of performance and efficiency provide insights into various aspects related to team management.
Beginning with the first dimension, which involves having a plan to foster, train, and develop a contingent of teachers performing the task of inclusive teaching of children with disabilities, the mean score for the level of performance was 2.19. In contrast, the level of efficiency secured a notably lower mean score of 2.13. This discrepancy suggests a potential for enhancing the efficiency of teacher development plans to better align with their overall effectiveness in promoting inclusive teaching.

Transitioning to the second dimension, which pertains to organizing or appointing administrators and teachers to participate in refresher courses and thematic training sessions on inclusive education, the mean score for the level of performance was 2.18. In contrast, the level of efficiency secured a notably lower mean score of 2.11. This alignment indicates a balanced approach to organizing training opportunities, ensuring that administrators and teachers are well-prepared for inclusive education practices.

Moving to the third dimension, centered on directing the team of teachers to carry out the inclusive teaching work according to the plan, the mean score for the level of performance was 2.17. Conversely, the level of efficiency secured a slightly lower mean score of 2.15. This distinction underscores the potential for optimizing the practical implementation of the inclusive teaching plan to better align with its intended efficiency.

Lastly, within the fourth dimension, which involves inspecting and evaluating teachers’ ability to implement inclusive teaching, the mean score for the level of performance was 1.96. Comparatively, the level of efficiency obtained a higher mean score of 3.12. This
discrepancy highlights the potential for enhancing the efficiency of assessment methods to closely match their intended efficacy.

Table 8’s analysis provides insights into the management of the team of administrators and teachers participating in inclusive teaching and learning activities for children with disabilities. While certain dimensions demonstrate a balanced alignment between the level of performance and efficiency, others suggest opportunities for refining teacher development plans, training opportunities, implementation strategies, and assessment methods to ensure an effective and efficient approach to inclusive education.

3.9 Managing the Coordination of Forces in Inclusive Teaching and Learning for Children with Disabilities

Table 9 outlines the results of coordinated management of forces in inclusive teaching and learning activities for children with disabilities. The mean scores for both the level of performance and efficiency offer insights into the effectiveness of coordination efforts in various aspects.

<table>
<thead>
<tr>
<th>No</th>
<th>Content</th>
<th>Mean</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>the level of performance</td>
<td>the level of efficiency</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Developing regulations on coordination of forces in inclusive education and teaching</td>
<td>3.25</td>
<td>2.21</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Directing to improve the coordination between teachers teaching inclusive classes and supporting teachers</td>
<td>3.26</td>
<td>2.20</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Schools effectively use resources to support children with disabilities</td>
<td>3.24</td>
<td>2.18</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The school supervises the activities of educational forces in inclusive education and teaching activities</td>
<td>2.22</td>
<td>2.16</td>
<td></td>
</tr>
</tbody>
</table>

Table 9. Results of the coordinated management of forces in inclusive teaching and learning for children with disabilities
Source: The Authors

Beginning with the first dimension, which involves developing regulations on the coordination of forces in inclusive education and teaching, the mean score for the level of performance was 3.25. Correspondingly, the level of efficiency secured a lower mean score of 2.21. This proximity suggests a harmonious alignment between the formulation of coordination regulations and their practical effectiveness.
Transitioning to the second dimension, which pertains to directing the improvement of coordination between teachers teaching inclusive classes and supporting teachers, the mean score for the level of performance was 3.26. Conversely, the level of efficiency obtained a lower mean score of 2.20. This distinction highlights the potential for optimizing the practical execution of coordination strategies to better align with their intended efficiency.

Moving to the third dimension, centered on schools effectively using resources to support children with disabilities, the mean score for the level of performance was 3.24. In contrast, the level of efficiency secured a lower mean score of 2.18. This discrepancy points towards an opportunity to enhance the efficiency of resource utilization strategies to better align with their overall effectiveness.

Lastly, within the fourth dimension, which involves the school supervising the activities of educational forces in inclusive education and teaching activities, the mean score for the level of performance was 2.22. Comparatively, the level of efficiency secured a slightly lower mean score of 2.16. This distinction suggests a potential for optimizing the practical application of supervision methods to better match their intended efficiency.

Table 9's analysis provides insights into the coordinated management of forces in inclusive teaching and learning activities for children with disabilities. While certain dimensions showcase a harmonious alignment between the level of performance and efficiency, others suggest opportunities for refining coordination regulations, strategies for teacher collaboration, resource utilization, and supervision methods to ensure an effective and efficient approach to inclusive education.

Discussion

The presented findings offer valuable insights into the management of inclusive teaching and learning activities for children with disabilities in primary schools within the South Central region. The comprehensive analysis covers various dimensions of management, shedding light on both the effectiveness and efficiency of different aspects. The assessment of these dimensions provides an opportunity to discuss the implications of the results in the context of promoting inclusive education.

The findings indicate a balanced alignment between the level of performance and efficiency in managing the goals of inclusive teaching for children with disabilities. The close convergence between these two metrics suggests that the central and inclusive teaching goals are effectively conceptualized and practically executed. This finding is consistent with
research emphasizing the importance of setting clear and aligned teaching objectives to guide inclusive education practices (Cortiella, 2006; Vickerman & Maher, 2018). It is crucial that educational institutions prioritize clear goal-setting to ensure that teaching activities are tailored to meet the diverse needs of children with disabilities.

The results highlight a consistent alignment between the level of performance and efficiency in content management for inclusive teaching. This suggests that lesson content is well-aligned with objectives and effectively disseminated to teachers. Such a balanced integration of common and inclusive teaching goals is vital for a comprehensive approach to education (Kaur & Arora, 2014; Okech et al., 2021). The alignment between the development of inclusive education content and its practicality indicates that teachers are successfully supported in creating effective materials for children with disabilities (Loreman et al., 2005; Nketsia et al., 2016).

The findings reveal a general alignment between the level of performance and efficiency in managing the form of inclusive teaching. The slight disparity in some dimensions indicates potential areas for improving the efficiency of method determination, dissemination, and application. Enhancing the efficiency of method dissemination and flexible application while maintaining their effectiveness is crucial for ensuring that teachers can implement inclusive teaching methods effectively (Han & Weiss, 2005; Mitchell et al., 2017; Smith & Tyler, 2011).

The outcomes underscore a harmonious alignment between the level of performance and efficiency in managing inclusive teaching methods. This suggests that administrators are successful in selecting and applying inclusive teaching methods, resulting in effective learning experiences for children with disabilities. The alignment with the principles of Universal Design for Learning emphasizes the importance of offering multiple means of representation, engagement, and expression to cater to diverse learning needs (Safronova & Michshenko, 2023; Sakiz, 2018; Soodak & McCarthy, 2013).

The data analysis presents varying degrees of alignment between the level of performance and efficiency in managing the inspection and evaluation of inclusive teaching results. While some dimensions exhibit a harmonious balance, others suggest opportunities for refining assessment methods to improve efficiency. Efficient assessment mechanisms are crucial for providing timely feedback to teachers and facilitating instructional adjustments (Kaur & Arora, 2014).

The results demonstrate a mixed alignment between the level of performance and efficiency in managing facilities for inclusive teaching. While certain dimensions exhibit consistent
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alignment, others suggest potential for enhancing the practicality and efficiency of facility management aspects. Ensuring that schools are well-equipped and accessible is essential for creating an effective and inclusive learning environment (Bartz, 2020; Hewett et al., 2017).

The findings reveal a balanced alignment between the level of performance and efficiency in managing policy implementation for inclusive teaching and learning. Effective policy implementation is crucial for providing a supportive framework that facilitates inclusive education practices (Lindsay, 2003; Schuelka, 2018). The congruence between policy formulation and practical effectiveness underscores the importance of regularly updating guiding documents to align with the dynamic needs of inclusive education.

The outcomes offer insights into managing the team of administrators and teachers participating in inclusive teaching activities. While some dimensions demonstrate a balanced alignment between performance and efficiency, others suggest opportunities for refining teacher development plans, training opportunities, and assessment methods. Adequate training and collaboration among educators are essential for promoting effective inclusive education practices (Buell et al., 1999; Imaniah & Fitria, 2018).

The data analysis provides insights into the coordinated management of forces in inclusive teaching and learning activities. While certain dimensions showcase a harmonious alignment between performance and efficiency, others suggest opportunities for refining coordination regulations, strategies for teacher collaboration, resource utilization, and supervision methods. Effective coordination among various stakeholders is essential for creating a seamless and supportive environment for inclusive education (Ainscow, 2020; Alkaabi et al., 2022).

The findings from the assessment of various dimensions of management in inclusive teaching and learning for children with disabilities in primary schools within the South Central region highlight the overall commitment to effective inclusive education practices. While certain dimensions demonstrated harmonious alignment between performance and efficiency, others indicated areas for improvement. The insights provided by these results offer valuable guidance for further refining and enhancing the management strategies to create a more inclusive and supportive educational environment for children with disabilities.

**Conclusion**

The comprehensive analysis of inclusive teaching practices for children with disabilities in primary schools within the South Central region provides valuable insights into the alignment
between performance and efficiency across various dimensions. The findings highlight both the achievements and the areas for improvement in the pursuit of effective and inclusive education. While several dimensions exhibit harmonious alignment, underscoring successful practices, others reveal opportunities for refining strategies to enhance efficiency. This study underscores the significance of clear goal communication, flexible content dissemination, diverse teaching methods, well-coordinated policies, and collaborative efforts among educators and stakeholders. Ultimately, by addressing the identified areas for improvement and building upon the successful practices, stakeholders can collectively contribute to the establishment of an inclusive education framework that fosters optimal learning experiences for children with disabilities in primary schools across the South Central region.

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