

Challenges and Benefits in the Implementation of Inclusive Education in Thailand with Emphasis on Training Outcomes among Filipino Teachers

RIZPAL JEY MORILLO GALVEZ

School of Advanced Studies, Pangasinan State University, 2428 Urdaneta City, Philippines
jeygalvez1230@gmail.com
ORCID ID: 0009-0003-3834-2989

ELIZABETH FAJARDO EPISCOPE, EDD

School of Advanced Studies, Pangasinan State University, 2428 Urdaneta City, Philippines
ElizabethEpiscope@gmail.com
ORCID ID: 0009-0000-4058-5670

Abstract — This study investigated the challenges and benefits associated with the implementation of inclusive education by Filipino teachers in Thailand, with a focus on the outcomes of their participation in training programs. Using a quantitative descriptive-correlational design, data were collected from 50 Filipino educators through a validated questionnaire. Results revealed that while training programs were generally perceived as highly beneficial—particularly in areas of classroom application, confidence-building, and logistical accessibility—these benefits were significantly undermined by systemic challenges. Chief barriers included limited resources, insufficient training, and lack of specialized knowledge, which were negatively correlated with perceived training outcomes ($\rho = -0.487$, $p = .001$). Further analysis identified that specific challenges—such as cultural barriers and lack of administrative support—also limited the relevance and utility of training content. Based on these findings, a four-dimensional training model was proposed emphasizing contextual relevance, quality delivery, teacher self-efficacy, and accessibility. The study concludes that inclusive education training for Filipino expatriate teachers must be restructured to address not only pedagogical needs but also contextual and institutional barriers. These findings hold implications for educational policymakers, school leaders, and training providers in both Thailand and the Philippines in designing responsive and sustainable professional development frameworks.

Keywords — *Inclusive Education, Filipino Teachers, Thailand, Teacher Training, Professional Development, Educational Challenges, Self-Efficacy, Social Cognitive Theory, Educational Change, Cross-Cultural Teaching.*

I. Introduction

Rationale of the Study

This study is grounded in the increasing need to understand the implementation gaps of inclusive education in Southeast Asia, with a specific focus on the experiences of Filipino teachers in Thailand. Filipino educators represent a growing demographic in Thai schools, particularly in English and general education subjects, yet limited research exists on how they navigate the

complexities of inclusive pedagogy in a foreign educational context. As inclusive education is not merely about placing students with disabilities in mainstream classrooms, but also about equipping teachers with the skills and confidence to support diverse learners, professional development plays a pivotal role (Florian & Black-Hawkins, 2019). Literature has shown that well-designed, contextually appropriate teacher training can significantly improve classroom inclusion practices (Darling-Hammond et al., 2017; Forlin & Sin, 2021).

This study seeks to bridge the knowledge gap by examining both the challenges and benefits experienced by Filipino teachers in the implementation of inclusive education in Thailand. Moreover, it investigates the extent to which inclusive education training programs meet the professional needs of these teachers. By doing so, the research provides a dual-lens assessment: it captures the barriers that hinder effective inclusive education while also exploring the training interventions that empower educators to overcome these obstacles. The rationale is not only to document these experiences but to generate insights that can inform future training designs and policy improvements that are culturally and contextually responsive.

Significance of the Study

The outcomes of this study offer significant contributions to various educational stakeholders and the broader discourse on inclusive education. First, the study informs policy-makers in both Thailand and the Philippines about the structural and pedagogical barriers faced by foreign educators implementing inclusive education abroad. This could lead to the formulation of more targeted, evidence-based teacher training programs that address contextual realities. Second, the findings are valuable to school administrators and curriculum developers, particularly in designing and deploying professional development that improves teacher efficacy in inclusive classrooms. The study's results highlight areas of strength and gaps in existing training programs and suggest enhancements based on real classroom experiences.

For Filipino teachers in Thailand, this research serves as a platform for voice and visibility, providing empirical data on their lived realities and professional challenges. Their insights could foster stronger support networks and institutional mechanisms for inclusion. The study also contributes to the academic literature by expanding the scope of inclusive education research to include cross-cultural and expatriate teaching experiences, which remain underrepresented in scholarly discourse. Lastly, this research aligns with global advocacy for inclusive education and supports the United Nations' call to action for more inclusive, resilient, and learner-centered education systems worldwide (UNESCO, 2023).

Aim of the Study

The primary aim of this study is to evaluate the challenges encountered by Filipino teachers in the implementation of inclusive education in Thailand and to assess the perceived benefits derived from their participation in inclusive education training programs. By focusing on the dual dimensions of challenges and benefits, the study intends to provide a comprehensive understanding

of the current state of inclusive education practice among Filipino educators in Thailand. This aim supports the broader goal of improving professional development initiatives and policy responses tailored to expatriate teaching contexts.

Research Questions

To achieve the stated aim, the study is guided by the following research questions:

1. What is the demographic profile of Filipino teachers implementing inclusive education in Thailand in terms of age, sex, educational qualifications, teaching experience, geographical location, and mode and duration of training delivery?
2. What are the perceived challenges encountered by Filipino teachers in implementing inclusive education in Thailand?
3. What is the extent of the benefits derived by Filipino teachers from inclusive education training programs?
4. Is there a significant relationship between the perceived challenges and the extent of benefits derived from inclusive education training?
5. Based on the findings, what training design can be proposed to enhance inclusive education practices among Filipino teachers in Thailand?

Research Hypotheses

To test the relationship between perceived challenges and training outcomes, the study adopts the following hypotheses:

- **Null Hypothesis (H₀):** There is no significant relationship between the perceived challenges encountered by Filipino teachers in Thailand in implementing inclusive education and the extent of benefits they derive from related training programs.

Conceptual Framework

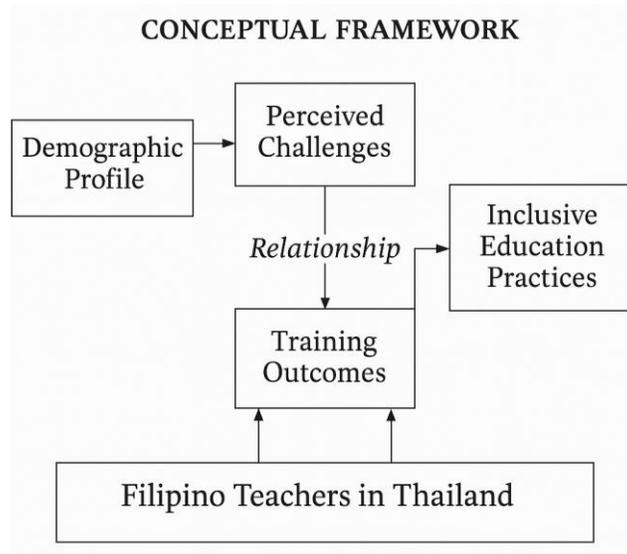


Figure 1. Schematic Diagram

Figure 1 presents the conceptual framework of the study, illustrating the interrelationships among key variables that influence inclusive education practices among Filipino teachers in Thailand. The framework begins with the Demographic Profile of the teachers, which includes age, sex, educational attainment, teaching experience, training mode, and location. These factors influence the Perceived Challenges in implementing inclusive education. These challenges, in turn, have a relational impact on Training Outcomes, which are also directly shaped by the broader experiences of Filipino Teachers in Thailand. The framework further shows that Training Outcomes contribute to improving Inclusive Education Practices. This model highlights how personal, institutional, and professional factors interact to affect inclusive teaching effectiveness.

Theoretical Framework

This study is primarily anchored on **Bandura's Social Cognitive Theory** and **Fullan's Model of Educational Change**, both of which provide a strong foundation for examining the implementation of inclusive education and the outcomes of teacher training among Filipino educators in Thailand.

Bandura's Social Cognitive Theory emphasizes the role of self-efficacy in shaping human behavior and learning outcomes. Self-efficacy, defined as one's belief in their ability to organize and execute actions necessary to manage prospective situations, is particularly relevant in the context of inclusive education, where teachers must confidently adapt instruction to meet diverse learner needs (Bandura, 1997). Teachers with high self-efficacy are more likely to embrace inclusive practices, persist in the face of challenges, and actively engage in continuous professional development. In this study, the perceived benefits of training are viewed through the lens of how such experiences enhance teachers' self-efficacy in delivering inclusive instruction.

Fullan's Model of Educational Change (2016) complements this perspective by highlighting the systemic and individual dimensions of educational reform. According to Fullan, successful implementation of change, such as inclusive education, depends on three key elements: the use of new materials or tools, the adoption of new teaching approaches, and the development of new beliefs. Professional development programs that align with these elements are more likely to produce meaningful change in teacher behavior and student outcomes. This model guides the interpretation of how training content, delivery, and relevance influence teachers' implementation of inclusive practices.

Together, these theories underpin the study's investigation into how perceived challenges in the educational environment interact with training benefits to influence inclusive education practices. Bandura's theory informs the psychological and behavioral aspect of teacher readiness, while Fullan's model provides a systemic view of change implementation through structured training interventions.

Literature Review

Inclusive education has become a central concern in global education policy, aiming to eliminate discrimination and ensure that all learners—regardless of ability, background, or socioeconomic status—have access to quality education. The United Nations Sustainable Development Goal 4 (SDG 4) explicitly targets inclusive and equitable education as a global priority, encouraging member states to implement systemic reforms (UNESCO, 2023). In the Southeast Asian context, Thailand has responded to this international mandate by integrating inclusive education policies into national frameworks following its ratification of the Convention on the Rights of Persons with Disabilities (CRPD) in 2008 (UNESCO, 2022). While these policies have been institutionally recognized, their implementation across schools, especially those with expatriate teachers, remains inconsistent and under-researched.

Empirical studies indicate that teacher preparedness is a decisive factor in the successful adoption of inclusive education. Research by Forlin and Sin (2021) emphasizes that inclusive education reform must begin with teachers, particularly in ensuring that they possess the necessary pedagogical knowledge, strategies, and attitudes. A lack of training or inadequate professional development is often cited as a barrier to inclusive practice, particularly in developing countries (Bozkurt et al., 2023). In Thailand, where many Filipino teachers are employed across private and public educational institutions, these training gaps are compounded by cultural, linguistic, and systemic differences. These constraints create environments where inclusive education policies may be formally present but functionally limited.

Professional development plays a vital role in improving teacher capacity for inclusive education. Darling-Hammond et al. (2017) underscore that effective teacher professional development must be ongoing, context-specific, and practically focused. Short-term seminars or generalized workshops are rarely sufficient to change classroom practices in meaningful ways.

Instead, successful programs tend to involve collaboration, reflective learning, and in-situ applications. In international teaching settings such as Thailand, foreign educators like Filipino teachers often lack access to such structured programs, and even when training is offered, it may not be culturally or contextually aligned with their classroom needs (Hill et al., 2022).

From a theoretical perspective, Vygotsky's Social Constructivism informs how inclusive learning environments should be built through scaffolded interactions and the Zone of Proximal Development (ZPD), where learners develop through supported social engagement (Hammond et al., 2020). This view aligns with Tomlinson's (2017) model of Differentiated Instruction, which advocates for tailoring teaching methods to accommodate learners' varied readiness levels, interests, and learning profiles. These approaches are particularly relevant in inclusive classrooms where students present diverse needs. However, without adequate training, teachers may struggle to operationalize such frameworks. Filipino teachers, in particular, must adapt these practices within a host country's education system, requiring them to mediate between their training, cultural orientation, and the institutional demands of Thai schools.

Another important concept is teacher self-efficacy, as drawn from Bandura's Social Cognitive Theory. This theory posits that individuals' belief in their ability to execute tasks affects their motivation, performance, and resilience (Tschannen-Moran & Gareis, 2020). In the context of inclusive education, higher self-efficacy among teachers is linked to more effective instructional strategies and greater persistence in supporting students with special needs. However, studies show that self-efficacy is directly influenced by the quality of teacher training and the presence of institutional support systems (Florian & Black-Hawkins, 2019). Therefore, inclusive education programs that neglect the psychological and emotional needs of educators risk undermining their effectiveness in the classroom.

Furthermore, the broader sociocultural environment also shapes how inclusion is understood and practiced. In Thailand, attitudes toward disability and inclusion are influenced by cultural norms and religious beliefs, which may not always align with global standards of inclusive education (Bozkurt et al., 2023). Filipino teachers must navigate these cultural landscapes while managing instructional expectations. This dual pressure—adapting pedagogically and culturally—demands targeted training that incorporates both theoretical frameworks and local contextualization.

In sum, the literature points to three critical dimensions necessary for successful inclusive education: adequate and ongoing professional development, alignment of pedagogical theories with classroom realities, and the fostering of teacher self-efficacy within supportive institutional environments. These elements are especially vital in cross-cultural teaching contexts like Thailand, where Filipino teachers play a key role in the delivery of inclusive education. However, there remains a need for empirical research that specifically examines their experiences to guide policy and training interventions effectively.

II. Methodology

Research Design

This study employed a **quantitative descriptive-correlational research design** to examine the perceived challenges faced by Filipino teachers in implementing inclusive education in Thailand and the benefits they derived from training programs. The descriptive aspect was intended to capture and summarize the demographic characteristics of the respondents and their perceptions related to inclusive education implementation. Meanwhile, the correlational aspect sought to establish whether a statistically significant relationship existed between the level of perceived challenges and the extent of training benefits. This design is suitable for exploring relationships between variables without manipulating the research environment (Creswell & Creswell, 2018).

Participants and Sampling

The study involved 50 Filipino teachers who were actively engaged in inclusive education practices in Ubon Ratchathani, Thailand. Due to the specificity of the population and the lack of a centralized registry of expatriate educators, **referral sampling** was utilized. This non-probability purposive technique allowed the researchers to identify participants through referrals from initial contacts. To qualify for participation, individuals had to be of Filipino nationality, currently employed as teachers in Thailand, and directly involved in the delivery of inclusive education. This method was considered effective for reaching the targeted population across diverse school settings (Etikan, Musa, & Alkassim, 2016).

Research Instrument

The primary instrument for data collection was a researcher-made questionnaire constructed after an extensive review of relevant literature on inclusive education and professional development. The instrument consisted of three main sections: demographic profile, perceived challenges in inclusive education implementation, and perceived benefits from training programs. Each item utilized a five-point Likert scale to reflect the respondents' degree of agreement or experience. The questionnaire underwent content validation by three experts in special education and research methodology. A pilot test was conducted prior to full implementation, and the instrument achieved a **Cronbach's alpha of 0.89**, indicating high internal consistency.

Data Collection Procedure

Data were collected over a period of four weeks through digital platforms such as email and mobile messaging applications, including Facebook Messenger and LINE. These platforms were chosen for their accessibility and popularity among educators in Thailand. Each respondent was provided with an informed consent form, which detailed the study's objectives, assured voluntary participation, and outlined ethical considerations related to confidentiality and

anonymity. Completed questionnaires were submitted electronically and compiled securely to ensure data protection throughout the study.

Data Analysis

Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were computed to summarize the demographic profiles of the participants and their responses concerning inclusive education challenges and training benefits. To test the relationship between the two main variables, **Spearman’s rank-order correlation** was employed. This non-parametric test was appropriate given the ordinal nature of the Likert-scale responses and the sample size. Furthermore, **exploratory factor analysis (EFA)** using varimax rotation was conducted to determine the underlying dimensions of the perceived training benefits. The EFA enabled the identification of clusters of related items and provided insight into how different components of the training programs were experienced by the respondents.

Ethical Considerations

Ethical protocols were strictly adhered to during the course of this research. Approval was obtained from the institutional review board of the lead researcher's university prior to data collection. Informed consent was obtained from all participants, who were made aware of their right to withdraw from the study at any stage without repercussions. Anonymity was maintained by coding the responses, and all data were stored securely. The study adhered to the **Declaration of Helsinki** guidelines on ethical research involving human participants (World Medical Association, 2013).

III. Results and Discussion

Table 1. Demographic Profile of Filipino Teachers Implementing Inclusive Education in Thailand (N = 50)

Category	Subcategory	Frequency (f)	Percentage (%)
Age	21–30 years old	29	58.00
	31–40 years old	16	32.00
	Above 40 years old	5	10.00
Sex	Male	21	42.00
	Female	29	58.00
Educational Attainment	Bachelor’s Degree	36	72.00
	Master’s Degree or Higher	14	28.00
Teaching Experience	Less than 5 years	20	40.00
	5–10 years	22	44.00
	More than 10 years	8	16.00

Geographical Location	Urban	35	70.00
	Rural	15	30.00
Mode of Training	Online	30	60.00
	Face-to-Face	12	24.00
	Blended	8	16.00
Duration of Training	Short-term (less than 1 week)	26	52.00
	Medium-term (1–4 weeks)	18	36.00
	Long-term (more than 1 month)	6	12.00

Table 1 summarizes the demographic profile of 50 Filipino teachers engaged in inclusive education in Thailand. The majority (58%) are young educators aged 21 to 30 years, and 58% are female. Most participants (72%) hold a bachelor's degree, and 44% have between 5 to 10 years of teaching experience. Urban schools employed 70% of the respondents, suggesting more inclusive education placements in city areas. In terms of training modality, 60% underwent online training, while only 16% experienced blended formats. Regarding training duration, more than half (52%) completed short-term programs, indicating a prevalence of brief professional development formats. These demographic patterns provide essential context for interpreting the challenges and training outcomes explored in subsequent research questions.

Table 2. Perceived Challenges Encountered by Filipino Teachers in Implementing Inclusive Education (N = 50)

Challenges	Mean	Descriptive Equivalent	Rank
Limited resources	3.52	Agree	1
Lack of specialized knowledge	3.96	Agree	2
Insufficient training	3.98	Agree	3
Cultural and societal barriers	5.42	Strongly Agree	4
Overburdened teachers	5.72	Strongly Agree	5
Lack of collaboration and teamwork	6.22	Strongly Agree	6
Inadequate support from school management	6.74	Strongly Agree	7

Table 2 displays the ranked challenges that Filipino teachers in Thailand experience in implementing inclusive education. The most commonly agreed upon issues were **limited resources** (Mean = 3.52), **lack of specialized knowledge** (Mean = 3.96), and **insufficient training** (Mean = 3.98), indicating fundamental gaps in instructional and professional support. The more strongly expressed challenges, including **cultural barriers**, **teacher workload**, and **lack of institutional collaboration**, reflect deeper systemic and contextual issues. Notably, **inadequate support from school management** ranked as the most severe, highlighting the critical role of

leadership and administrative engagement in sustaining inclusive practices. These findings underscore the need for targeted interventions in resource provision, capacity-building, and institutional collaboration.

Table 3. Extent of Benefits Derived by Filipino Teachers from Inclusive Education Trainings (N = 50)

Training Benefit Statements	Mean	Descriptive Equivalent
The training gave a complete and thorough overview of inclusive education.	3.42	Moderately Beneficial
The training helped me understand the benefits of inclusive education.	3.30	Moderately Beneficial
I feel confident in adapting curriculum and instruction to meet learners' needs.	3.62	Highly Beneficial
I am satisfied with the support and resources provided to implement inclusion.	3.74	Highly Beneficial
The training topics were directly relevant to student needs.	3.74	Highly Beneficial
The training addressed diverse learning styles and abilities.	3.40	Moderately Beneficial
The training provided practical strategies for classroom use.	4.20	Highly Beneficial
The training addressed classroom management in inclusive classrooms.	3.52	Highly Beneficial
The training explained disabilities and their impact on learning.	4.06	Highly Beneficial
The training was relevant to the Thai context and teaching challenges.	3.52	Highly Beneficial
I was prepared to collaborate with SPED staff and parents.	3.82	Highly Beneficial
The training format (e.g., workshops, modules) was effective.	3.90	Highly Beneficial
The speakers were knowledgeable and communicated well.	3.72	Highly Beneficial
The speakers' presentations were engaging.	3.34	Moderately Beneficial
The training venue was conducive to learning.	4.10	Highly Beneficial
The training venue was accessible.	4.14	Highly Beneficial
Overall Weighted Mean	3.73	Highly Beneficial

Table 3 presents the perceptions of Filipino teachers on the extent of benefits they derived from inclusive education training programs in Thailand. The overall weighted mean of **3.73** indicates that the trainings were generally perceived as **highly beneficial**. The highest mean scores were associated with **practicality**, such as classroom strategies (Mean = 4.20), understanding disabilities (Mean = 4.06), and the accessibility of the training venue (Mean = 4.14). Items rated as **moderately beneficial** mainly related to theoretical coverage and engagement level of presentations. These findings suggest that while logistical arrangements and practical content were

effective, there is a need to enhance training depth, cultural contextualization, and delivery style to fully meet teachers' expectations and needs.

Table 4. Correlation Between Perceived Challenges and Training Benefits among Filipino Teachers (N = 50)

Variables Correlated	Spearman's rho (ρ)	p-value	Interpretation
Perceived Challenges vs. Benefits of Inclusive Education Training	-0.487	0.001	Moderately Negative Correlation (Significant)

Table 4 presents the result of the Spearman's rank-order correlation analysis between the level of perceived challenges and the benefits derived from inclusive education training among Filipino teachers in Thailand. The computed **correlation coefficient ($\rho = -0.487$)** indicates a **moderate negative relationship**, suggesting that as challenges increase, perceived training benefits tend to decrease. The **p-value of 0.001** indicates that this relationship is statistically significant at the 0.05 level. This finding implies that systemic and contextual barriers, such as limited resources and insufficient support, can hinder the effectiveness of training programs and reduce their perceived value among educators.

Table 5. Proposed Training Design for Enhancing Inclusive Education Practices

Training Component	Focus Area	Recommended Strategies
Content and Relevance	Ensure alignment of training materials with inclusive education needs in Thai context	Include modules on disability typologies, differentiation, IEP development, and Thai classroom case studies
Quality and Delivery Format	Improve instructional quality and knowledge transfer	Use expert facilitators, blended learning modes, interactive modules, and practical workshops
Teacher Confidence and Practical Skills	Strengthen self-efficacy and classroom application of knowledge	Integrate role-playing, classroom simulations, and feedback from inclusion mentors
Logistical Accessibility	Facilitate equitable access to training opportunities	Offer free or subsidized training, conduct sessions on weekends or holidays, and ensure regional accessibility

Table 5 outlines a **four-dimensional training design** developed from the study's empirical findings. First, **content relevance** emphasizes contextualization to Thai educational settings, responding to the study's identification of gaps in locally appropriate materials. Second, **quality and delivery** address the need for engaging, expert-led, and flexible learning formats. Third,

enhancing **teacher confidence and practical skills** reflects the significant role of self-efficacy in inclusive pedagogy. Lastly, **logistical accessibility** ensures that training programs are inclusive not only in content but also in availability and reach. This design seeks to deliver sustainable professional development for Filipino teachers in inclusive Thai classrooms.

Table 6. Correlation Between Specific Challenges and Dimensions of Training Benefits (N = 50)

Challenge Area	Training Benefit Dimension	Spearman's rho (ρ)	p-value	Interpretation
Limited Resources	Content and Relevance	-0.421	0.003	Moderate Negative Correlation (Significant)
Lack of Specialized Knowledge	Teacher Confidence and Practical Use	-0.455	0.002	Moderate Negative Correlation (Significant)
Insufficient Training	Quality and Impact of Training	-0.399	0.005	Moderate Negative Correlation (Significant)
Cultural and Societal Barriers	Relevance to Thai Context	-0.362	0.009	Weak Negative Correlation (Significant)
Inadequate Management Support	Logistical Accessibility	-0.278	0.048	Weak Negative Correlation (Significant)

Table 6 disaggregates the correlation results to show how specific implementation challenges relate to distinct dimensions of perceived training benefits. The strongest negative correlation is observed between **lack of specialized knowledge** and **teacher confidence and practical use** ($\rho = -0.455$), suggesting that inadequate expertise undermines self-efficacy despite training. Similarly, **limited resources** and **insufficient training** negatively impact perceptions of content relevance and overall training quality. Interestingly, **cultural barriers** and **management support** show weaker but still significant relationships with contextual and logistical aspects of training, respectively. These findings indicate that addressing core challenges in training design can directly improve perceived training effectiveness.

Table 7. Summary of Key Findings and Implications for Inclusive Education Training Design

Category	Key Findings	Implications
Demographic Profile	Majority are young (21–30), female, with bachelor's degrees, based in urban areas	Training should cater to early-career teachers with flexible, foundational content
Perceived Challenges	Top challenges include limited resources, insufficient training, and lack of specialized knowledge	Need for capacity-building focused on pedagogy, materials, and inclusive tools
Training Benefits	Practicality, relevance to student needs, and accessibility rated as highly beneficial	Reinforce hands-on training, contextual applications, and accessible formats
Correlation Results	Significant negative correlation ($\rho = -0.487$, $p = .001$) between challenges and training benefits	Reducing challenges can directly enhance perceived effectiveness of training programs
Challenge-Specific Links	Lack of knowledge correlates with low teacher confidence; resource gaps affect content value	Training should target high-impact challenge areas such as instructional design and confidence
Proposed Training Design	Four-dimensional model: content, delivery, confidence-building, accessibility	Implement sustained, culturally responsive, and practical training structures for expatriate staff

Table 7 synthesizes the results of the study into a unified summary that connects demographic insights, challenge rankings, benefit perceptions, and correlational data. The findings confirm that while Filipino teachers in Thailand generally benefit from inclusive education training, persistent systemic and professional barriers limit overall impact. Addressing these core issues through a targeted, theory-informed training design—as derived from Bandura’s self-efficacy theory and Fullan’s change model—can significantly improve inclusive teaching practices. This summary serves as a strategic guide for educational stakeholders in policy, school leadership, and professional development planning.

Table 8. Inclusive Education Training Framework for Filipino Teachers in Thailand

Component	Description
Training Objectives	<ul style="list-style-type: none"> • Build inclusive pedagogy competencies • Enhance confidence in adapting instruction • Promote cultural and contextual responsiveness
Content Areas	<ul style="list-style-type: none"> • Disability categories and differentiation • Culturally responsive strategies • Classroom management for inclusion • Collaboration with parents and SPED staff
Instructional Strategies	<ul style="list-style-type: none"> • Case-based learning • Simulations and role-play • Co-teaching workshops • Mentorship and peer coaching
Delivery Modes	<ul style="list-style-type: none"> • Blended learning (online and face-to-face) • Modular self-paced content • Weekend or holiday implementation
Assessment Methods	<ul style="list-style-type: none"> • Pre- and post-training self-efficacy scales • Demonstration lessons • Reflective portfolios • Feedback surveys

Table 8 presents a structured and evidence-based training framework intended to address the specific needs of Filipino teachers in inclusive Thai classrooms. It integrates theoretical constructs from **Bandura’s Social Cognitive Theory** and **Fullan’s Change Model**, as well as practical recommendations from the empirical findings. The matrix serves as a roadmap for educational policymakers, training providers, and school administrators seeking to institutionalize inclusive education through targeted, relevant, and sustainable professional development initiatives.

IV. Conclusion

This study concluded that while Filipino teachers in Thailand perceive inclusive education training programs as generally beneficial—particularly in areas related to practicality, confidence-building, and logistical accessibility—these benefits are significantly diminished by persistent challenges in the implementation of inclusive education. Chief among these challenges are limited instructional resources, insufficient training, and lack of specialized knowledge, all of which negatively correlate with the effectiveness of the training received. The moderate negative correlation ($\rho = -0.487$, $p = .001$) between challenges and training benefits underscores the systemic barriers that continue to hinder inclusive practices despite formal policy commitments. These findings affirm that without addressing foundational constraints, even well-designed professional development efforts may fall short in achieving transformative and sustainable classroom inclusion.

V. Recommendations

Based on the findings, it is recommended that inclusive education training programs for Filipino teachers in Thailand be redesigned to emphasize contextual relevance, long-term capacity-building, and active support systems. Training content should incorporate disability-specific pedagogies, co-teaching models, and culturally responsive strategies tailored to the Thai education system. Delivery formats must be flexible, combining online and face-to-face methods, and supported by institutional mentoring to enhance self-efficacy. Educational policymakers and school administrators should also prioritize resource provision, encourage collaborative professional networks, and institutionalize follow-up mechanisms to ensure the practical application of inclusive education competencies. Through these strategic efforts, inclusive education can become not just a policy objective but a lived reality in Thai classrooms.

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