

Perspectives of Individuals Engaged in Inclusive Teaching Activities for Children with Disabilities in Primary Schools

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Abstract

This research aims to examine the current state of inclusive teaching for children with disabilities in primary schools within the South-Central region, Vietnam. A survey involving administrators, teachers, and parents was conducted across 30 primary schools in Da Nang City, Phu Yen Province, and Ninh Thuan Province. The study investigates participants' perceptions of inclusive teaching activities, the realization of inclusive teaching objectives, content alignment, teaching methods, and assessment practices. Survey data from 390 participants was analyzed to extract insights and patterns. The data collection took from December 2020 to August 2021. The study explored perceptions of inclusive teaching importance, revealing that 7.95% found it "very important", 8.97% deemed it "important", 13.85% considered it "less important", and 69.23% found it "not important". The assessment of correctness yielded mean scores ranging from 1.65 to 3.50. The achievement of inclusive teaching objectives scored between 3.37 and 3.47. Integrating inclusive teaching content received mean scores from 3.35 to 3.50. Various teaching forms scored between 1.60 and 2.36, indicating potential improvements. Inclusive teaching methods scored between 1.76 and 3.40. Evaluation and assessment mean scores ranged from 1.70 to 2.22. This research contributes to the ongoing dialogue on inclusive education, offering a comprehensive understanding of the challenges and opportunities in providing effective and inclusive learning experiences for children with disabilities in the South-Central region, Vietnam.

Keywords: inclusive teaching, children with disabilities, primary schools, south central region, Vietnam

1. Introduction

In an era of advancing educational paradigms, the concept of inclusive education has emerged as a transformative force within educational systems worldwide. The primary tenet of inclusive education is to provide equitable and quality learning opportunities for all students, irrespective of their abilities or disabilities, within mainstream educational settings (Ainscow, 2020; Geldenhuys & Wevers, 2013). This approach not only underscores academic achievement but also emphasizes social integration, emotional well-being, and personal growth. As societies strive to create more inclusive educational environments, a critical examination of the implementation and impact of inclusive teaching practices for children with disabilities becomes essential (Florian et al., 2010; Mugambi, 2017).

This study focuses on delving into the intricacies of inclusive education practices within primary schools situated in the South-Central region. Characterized by its socio-cultural diversity and unique educational challenges, this region presents an intriguing context for understanding the complexities of inclusive education. The research aims to comprehensively assess multiple dimensions, including perceptions of importance, correctness of teaching activities, practical realization of objectives, teaching forms, instructional methods, and examination and assessment practices related to inclusive education for children with disabilities. Through a nuanced exploration of these aspects, the study aspires to provide insights that can inform policy enhancements and pedagogical refinements, ultimately contributing to an enriched inclusive education experience in the South-Central region, Vietnam.

1.1 Perceptions of the Importance of Teaching Activities

The literature on inclusive education underscores its transformative potential and multifaceted challenges. Liasidou (2015) contends that genuine inclusivity surpasses physical coexistence; it entails adopting pedagogies that accommodate diverse learning needs, encourage collaboration, and honor each learner's unique strengths. Yet, such a

paradigm shift necessitates tackling attitudinal and perceptual barriers that might impede the effective execution of inclusive practices. Ahsan and Burnip (2007); Richardson (1996) highlight the pivotal role of altering attitudes within the educational community. They emphasize the need to raise awareness about the manifold benefits of inclusive education while dismantling misconceptions that hinder its implementation. This assertion is particularly relevant in the South-Central region, where cultural intricacies and existing perspectives may shape the reception of inclusive practices.

1.2 Correctness of Teaching Activities

The question of correctness in instructional approaches is a fundamental consideration in inclusive education (Demchenko et al., 2021; Paseka & Schwab, 2020). Taylor (2017) stresses the need to tailor teaching methods to individual needs, advocating against a one-size-fits-all approach. This aligns with the findings of Gheysens et al. (2022), who emphasize the importance of adapting teaching content to address diverse learning profiles. In the South-Central region, the appropriateness of teaching methodologies assumes heightened significance due to the interplay of cultural, linguistic, and socio-economic factors.

1.3 Principles of Inclusive Education

At the core of inclusive education lies the foundational principle that every learner, regardless of their abilities, should have access to meaningful educational experiences. Ainscow (2020); Armstrong (2007) underscores that inclusive education encompasses the notion of creating learning environments that cater to the diverse needs of students. It seeks to eliminate barriers to learning and participation, fostering an environment where all students can succeed. Inclusive education aligns with the broader movement toward social justice and human rights, advocating for the rights of individuals with disabilities to access education that respects their individuality and fosters their holistic development (Hardy & Woodcock, 2015; Majoko & Dudu, 2023; Ramango & Naicker, 2022)

1.4 Challenges of Implementing Inclusive Practices

The implementation of inclusive education is not without its challenges. Sumardi and Nugrahani (2021) emphasize that adapting teaching practices to cater to diverse learning needs requires careful planning, training, and support for educators. Addressing the varying cognitive, emotional, and behavioral needs of students with disabilities requires a shift from traditional teaching methods to more personalized approaches. Efthymiou (2023) discuss how inclusive education necessitates a reevaluation of assessment techniques to encompass a broader spectrum of learning outcomes, extending beyond academic achievements to encompass social skills, personal growth, and overall well-being.

1.5 Content Adaptation and Differentiated Instruction

The adaptation of teaching content to cater to the diverse needs of students is a central aspect of inclusive education. Abenti (2020) highlight the importance of differentiated instruction, where educators tailor content delivery to match students' varying learning styles and abilities. This approach acknowledges that a one-size-fits-all approach is ineffective in an inclusive classroom. Instead, content must be curated to ensure that students with disabilities can access, engage with, and derive meaning from the curriculum (Anderson et al., 2022; Bravo-Ruiz & Bernard, 2022). This approach is crucial for promoting active participation and enabling students with disabilities to unlock their full potential.

1.6 Methodological Considerations in Inclusive Teaching

Inclusive education extends to the methods employed within the classroom. The choice of teaching methods significantly impacts the learning experiences of students with disabilities (Cabero-Almenara et al., 2022; Mills et al., 2014). Effective inclusive teaching methods necessitate flexibility and adaptability. Wilson (2011) emphasize the importance of employing a variety of instructional strategies that accommodate diverse learning styles. Safronova and Michshenko (2023) underscore the significance of universal design for learning, which involves creating instructional materials and activities that cater to the needs of all students, thereby minimizing barriers to learning.

1.7 Assessment and Evaluation in Inclusive Education

The evaluation of learning outcomes is an integral aspect of education. However, traditional assessment methods may not accurately capture the progress and growth of students with disabilities (Clancy & Gardner, 2017). Lopes and Salovey (2004) advocate for comprehensive assessment techniques that encompass a range of skills, including communication, social interaction, and practical life skills. Such assessments provide a holistic picture of a student's development and provide valuable insights for educators to tailor their teaching approaches.

The synthesis of the literature underscores the transformative potential of inclusive education in creating equitable

learning environments that celebrate diversity and promote active participation. This study endeavors to delve deeper into these dimensions, shedding light on the practical challenges and promising strategies associated with the implementation of inclusive teaching practices for children with disabilities within primary schools in the South-Central region.

2. Methodology

2.1 Participant

For the purpose of this study, a comprehensive survey was conducted involving a total of 390 participants, encompassing various stakeholder groups. The survey was carried out over a duration spanning from December 2020 to August 2021, providing a robust and extensive data collection period. The survey area encompassed 30 primary schools distributed across Da Nang City, Phu Yen Province, and Ninh Thuan Province.

Administrators: The evaluation process involved a total of 60 administrators, categorized into two subgroups: department administrators and school administrators. Among these, 10 department administrators were assessed, along with 50 administrators representing 30 primary schools. Specifically, the administrators were distributed across the three survey areas as follows: 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. These administrators played a vital role in providing insights into the administrative aspects of implementing inclusive education practices.

Teachers: A cohort of 300 teachers who were directly involved in instructing the integration of children with disabilities in primary schools participated in the survey. This group of educators was drawn from the same 30 primary schools within the survey areas. Specifically, the distribution of teachers included 100 teachers from 10 primary schools in Da Nang City, another 100 teachers from 10 primary schools in Phu Yen Province, and 100 teachers from 10 primary schools in Ninh Thuan Province. The majority of participating teachers fell within the age range of 26 to 46 years and possessed a range of 2 to 25 years of teaching experience. Notably, all teachers included in the survey had been actively engaged in inclusive education for a minimum of 1 year.

Parents of Students: In addition to administrators and teachers, the study also engaged parents of students with disabilities. A total of 30 parents whose children were enrolled in the surveyed primary schools participated in the survey. These parents provided valuable perspectives on the experiences of children with disabilities within the inclusive education framework. Their insights were indispensable for comprehending the broader impact of inclusive practices on students and their families.

2.2 Measurement

To comprehensively investigate the current landscape of inclusive teaching for children with disabilities in primary schools within the South-Central region, a survey using a structured questionnaire was employed. This survey encompassed a spectrum of dimensions crucial to understanding the nuances of inclusive education. The questionnaire consisted of six distinct sections, each tailored to capture specific insights and perceptions. The sections of the questionnaire are as follows:

Perceptions of Teaching and Learning Activities (4-item): This section focused on capturing the perspectives of participants regarding the importance of inclusive teaching activities for children with disabilities in primary schools. Respondents were asked to indicate their perception on a scale ranging from “very important” to “not important”.

Realization of Inclusive Teaching Goals (4-item): The second segment aimed to assess the extent to which the objectives of inclusive teaching for children with disabilities have been achieved. Respondents were requested to evaluate the achievement level of specific goals on a scale ranging from low to high achievement.

Content of Inclusive Teaching (4-item): This section delved into the content aspects of inclusive teaching for children with disabilities. Participants were prompted to provide insights into the specificity of teaching content, methods, and forms for children with disabilities.

Forms of Inclusive Teaching (4-item): The fourth section investigated the various forms and modalities employed in inclusive teaching within primary schools. Respondents were encouraged to evaluate the effectiveness of different teaching approaches, ranging from direct integration to individual teaching methods.

Teaching Methods (4-item): The fifth segment centered on the methods used to integrate children with disabilities in primary schools. Participants were asked to assess the effectiveness of different instructional approaches tailored to the unique needs of these students.

Inspection and Assessment (5-item): The final section delved into the examination and evaluation of outcomes resulting from inclusive teaching practices. Respondents were prompted to evaluate the accuracy and effectiveness of assessment methods employed to gauge the progress of children with disabilities.

This comprehensive measurement approach allowed for an in-depth exploration of various dimensions related to inclusive teaching for children with disabilities in primary schools within the South-Central region. By systematically examining perceptions, goal realization, content, forms, teaching methods, and assessment practices, this survey aimed to provide a holistic understanding of the current state of inclusive education in this distinct educational context.

2.3 Procedure

The research team collected the responses from participants and compiled the gathered data into a structured dataset for subsequent analysis. Care was taken to ensure the accuracy and completeness of the collected data. The gathered data were subjected to rigorous statistical analysis. Descriptive statistics, including means and percentages, were employed to quantitatively evaluate participants' perceptions, achievements, content alignment, teaching methods, and assessment practices related to inclusive teaching. The results from the data analysis were compared and contrasted across different dimensions, allowing for a nuanced understanding of variations and trends within perceptions, practices, and outcomes of inclusive teaching. The analyzed data were meticulously interpreted to derive meaningful insights and implications. Comparative discussions were held to contextualize the findings within the broader framework of inclusive education and the South-Central region's educational landscape. Based on the interpreted findings, the research drew upon the identified trends and challenges to offer informed recommendations for enhancing the implementation of inclusive teaching for children with disabilities in primary schools.

2.4 Data Analysis

The gathered survey data underwent a rigorous and systematic data analysis process to extract meaningful insights and patterns concerning the perceptions, achievements, content alignment, teaching methods, and assessment practices related to inclusive teaching for children with disabilities in primary schools within the South-Central region, Vietnam. The analysis aimed to provide a comprehensive understanding of the current state of inclusive education and its implementation.

3. Results

3.1 Perceptions of the Importance of Teaching Activities to Integrate Children with Disabilities in Primary Schools in the South-Central Region

In Table 1, the data presents a comprehensive overview of the perceived importance of inclusive teaching activities concerning children with disabilities in primary schools within the South-Central region.

Table 1. The Importance of Inclusive Teaching Activities for Children with Disabilities

The levels of importance	Percentage (%)
Very important	7.95
Important	8.97
Less important	13.85
Not important	69.23

The results highlight distinct levels of importance as reported by respondents. Notably, 7.95% of participants emphasized the significance of these activities as "very important", underscoring the vital role they play in fostering an inclusive educational environment. Additionally, 8.97% of respondents acknowledged the activities as "important", further emphasizing their value. In contrast, 13.85% of participants considered these activities to be of "less importance", indicating a range of perspectives on their role. Strikingly, a substantial majority of 69.23% of respondents expressed that these activities were "not important", shedding light on the prevalent variation in perceptions regarding their impact. This diversity of viewpoints underscores the complexity of implementing inclusive teaching practices for children with disabilities in primary schools across the South-Central region.

3.2 Assessing the Correctness of Teaching Inclusion of Children with Disabilities in Primary Schools in the South-Central Region, Vietnam

Table 2 presents a comprehensive assessment of the perceived correctness levels attributed to teaching and learning

activities aimed at integrating children with disabilities. The study encompassed a total of 390 participants, and the findings shed light on diverse perspectives regarding the accuracy of various content elements.

Table 2. Assessing the Level of Correctness of Teaching and Learning Activities to Integrate Children with Disabilities

Content (N=390)	Levels of correctness							
	Very correct		Correct		Less correct		Incorrect	
	N	%	N	%	N	%	N	%
Inclusive teaching with capacity development orientation for a small number of students in an inclusive class	31	7.95	107	27.43	78	20.00	174	44.62
Inclusive teaching follows the general rules of the teaching process	135	34.61	142	36.41	48	12.30	65	16.68
Inclusive teaching focuses only on children with disabilities	49	12.56	45	11.54	78	20.00	218	55.90
Inclusive teaching attaches importance to teaching knowledge for children with disabilities	168	43.07	72	18.46	99	25.38	51	13.09

For the content related to inclusive teaching with a focus on capacity development for a limited number of students in an inclusive classroom, the distribution of opinions was as follows: 7.95% of participants found it to be “very correct”, while a notable 27.43% considered it “correct”. In contrast, 20% of respondents deemed it “less correct”, and the largest portion, at 44.62%, labeled it “incorrect”. This variance in viewpoints suggests a nuanced understanding of the effectiveness of such an approach.

Regarding the alignment of inclusive teaching with general teaching process guidelines, 34.61% of respondents believed it to be “very correct”, and an additional 36.41% found it “correct”. Meanwhile, 12.30% saw it as “less correct”, and 16.68% deemed it “incorrect”. These responses indicate a substantial recognition of adherence to established teaching practices.

The notion of inclusive teaching primarily focusing on children with disabilities saw differing viewpoints: 12.56% of participants perceived it as “very correct”, and 11.54% considered it “correct”. In contrast, 20% of respondents saw it as “less correct”, while the majority, comprising 55.90%, judged it as “incorrect”. This discrepancy highlights the debate surrounding the extent of inclusivity within the teaching approach.

Lastly, when examining the emphasis on teaching knowledge tailored for children with disabilities, 43.07% of respondents viewed it as “very correct”, while 18.46% regarded it as “correct”. Conversely, 25.38% found it “less correct”, and 13.09% indicated it was “incorrect”. These findings underscore the varying degrees of emphasis placed on catering to the specific learning needs of children with disabilities within the inclusive teaching framework.

3.3 The Practical Realization of the Objective to Foster Inclusive Teaching for Children with Disabilities within Primary Schools in the South-Central Region, Vietnam

Table 3 provides a comprehensive overview of the extent to which the objective of inclusive teaching for children with disabilities has been achieved. The assessment is structured around various aspects of the teaching approach, encompassing specific teaching contents, methods, and forms tailored for these children.

In relation to the first dimension, which revolves around the objective of teaching children with disabilities and stipulates the selection of specific teaching contents, methods, and forms for children with disabilities, the level of performance garnered a mean score of 3.40. This stands in contrast to the level of efficiency, which obtained a slightly higher mean score of 3.47. This discrepancy highlights a potential variance in how effectively the stipulated teaching components are executed as compared to their overall efficiency in the teaching process.

Moving to the second dimension, encompassing the objective of teaching children with disabilities, which is based on and demonstrated in three areas: cognition, emotional behavior, and psychomotor, the mean score for the level of performance was 3.38. In comparison, the level of efficiency secured a mean score of 3.37. This closely aligned performance and efficiency balance suggests a harmonious integration of these dimensions in the learning process.

Table 3. The Extent of Achievement of Objective of Inclusive Teaching for Children with Disabilities

No	Content	Mean	
		the level of performance	the level of efficiency
1	The objective of teaching children with disabilities stipulates the selection of specific teaching contents, methods and forms for children with disabilities	3.40	3.47
2	The objective of teaching children with disabilities is based on and demonstrated in three areas: cognition, emotional behavior, and psychomotor	3.38	3.37
3	The objective of inclusive teaching focuses on behavioral goals and life skills	3.43	3.39
4	The specific objective is identified in the individual education plans of children with disabilities	3.46	3.45
5	The objective of inclusive teaching towards capacity development for children with disabilities	3.47	3.45

Transitioning to the third dimension, centered on the objective of inclusive teaching focuses on behavioral goals and life skills, the mean score for the level of performance reached 3.43, whereas the level of efficiency attained a slightly lower mean score of 3.39. This differential emphasizes a potential for optimizing the practical execution of these objectives to better align with their intended efficacy.

The fourth dimension pertains to the specific objective is identified in the individual education plans of children with disabilities. Here, the level of performance scored a mean of 3.46, closely paralleled by the level of efficiency with a mean score of 3.45. This congruity suggests a balanced implementation of these personalized educational goals.

Lastly, in the context of the fifth dimension, focusing on the objective of inclusive teaching towards capacity development for children with disabilities, the level of performance yielded a mean score of 3.47. This is closely mirrored by the level of efficiency, which secured a similar mean score of 3.45. This alignment underscores a cohesive approach to nurturing the potential of children with disabilities.

Table 3 underscores a noteworthy level of achievement in the objective of inclusive teaching for children with disabilities. The results across different dimensions emphasize the dedicated efforts to tailor teaching methods, consider individualized goals, and foster holistic development, ultimately contributing to a more inclusive educational environment.

3.4 The Practicality of Integrating Inclusive Teaching Content for Children with Disabilities within Primary Schools in the South-Central Region

Table 4. Results of the Implementation of Inclusive Teaching Content

No	Content	Mean	
		the level of performance	the level of efficiency
1	Teaching for children with disabilities must be selected and adjusted appropriately in the content of teaching in high schools	3.35	3.30
2	Teaching children with disabilities is determined based on general teaching goals and tasks as well as specific goals and tasks for teaching children with disabilities	3.40	3.32
3	Teaching children with disabilities ensures that they are fit and suitable for their cognitive and behavioral abilities	3.50	3.40
4	Teaching children with disabilities focuses on basic social skills, necessary for each type of disability	3.35	3.41

Table 4 outlines the outcomes of implementing inclusive teaching content for children with disabilities. This assessment evaluates various dimensions of the teaching approach, considering the alignment of content with the unique needs of these students.

Regarding the first dimension, which emphasizes that teaching for children with disabilities must be selected and adjusted appropriately in the content of teaching in high schools, the level of performance achieved an average mean score of 3.35. Conversely, the level of efficiency garnered a slightly lower average mean score of 3.30. This distinction underscores the potential for refining the effectiveness of content selection and adaptation to more closely align with their overall efficiency within the educational process.

Transitioning to the second dimension, which revolves around teaching children with disabilities, is determined based on general teaching goals and tasks as well as specific goals and tasks for teaching children with disabilities, the level of performance attained an average mean score of 3.40. In comparison, the level of efficiency achieved a marginally lower average mean score of 3.32. This divergence signifies the possibility of enhancing the practical application of these teaching strategies to better match their intended efficiency.

Shifting focus to the third dimension, which highlights that teaching children with disabilities ensures that they are fit and suitable for their cognitive and behavioral abilities, the level of performance obtained an average mean score of 3.50. Correspondingly, the level of efficiency aligned closely, securing an average mean score of 3.40. This similarity suggests a harmonious equilibrium between the implementation of teaching methods and their practical efficiency in achieving alignment.

Lastly, within the context of the fourth dimension, which centers on teaching children with disabilities basic social skills, necessary for each type of disability, the level of performance garnered an average mean score of 3.35. In contrast, the level of efficiency was surpassed with an average mean score of 3.41. This differentiation underscores the potential for optimizing the practical execution of these pivotal skills to more closely align with their intended efficacy.

Table 4 showcases the results of integrating inclusive teaching content for children with disabilities. The achieved scores across different dimensions highlight a thoughtful approach to content selection and adaptation, encompassing overarching educational goals and individual cognitive and behavioral needs. This underscores a commitment to providing tailored, effective, and inclusive education for children with disabilities in the South Central region, Vietnam.

3.5 The Form of Inclusive Teaching for Children with Disabilities in Primary Schools in the South-Central Region

Table 5 presents an evaluation of the various forms of inclusive teaching adopted for children with disabilities within primary schools in the South-Central region. The assessment examines the effectiveness of different teaching approaches employed in this context.

Table 5. The Forms of Inclusive Teaching

No	Content	Mean	
		the level of performance	the level of efficiency
1	Teachers integrate directly to make adjustments to the form of inclusive teaching	2.36	2.27
2	Teachers design and conduct appropriate integration lessons for children with disabilities	2.09	2.08
3	Teachers use individual teaching methods for children with disabilities	1.80	1.72
4	Teachers use cooperative group teaching with children with disabilities	1.65	1.60

Transitioning to the first dimension, wherein teachers integrate directly to make adjustments to the form of inclusive teaching, the level of performance achieved a mean score of 2.36. Contrastingly, the level of efficiency secured a slightly lower mean score of 2.27. This discrepancy points towards a potential for refining the practical execution of adjustments to more closely align with their overall efficiency within the educational process.

Proceeding to the second dimension, focused on how teachers design and conduct appropriate integration lessons for children with disabilities, the level of performance garnered an average mean score of 2.09. Meanwhile, the level of

efficiency achieved an almost identical mean score of 2.08. This close correspondence suggests an aligned application of efforts and efficacy in the design and execution of these specialized lessons.

Turning attention to the third dimension, which highlights the teachers use individual teaching methods for children with disabilities, the level of performance attained an average mean score of 1.80. Conversely, the level of efficiency secured a slightly lower mean score of 1.72. This discrepancy underscores the potential for optimizing the practical application of these specialized methods to more closely match their intended efficiency.

Lastly, within the fourth dimension, when teachers use cooperative group teaching with children with disabilities, the level of performance garnered a mean score of 1.65. Comparatively, the level of efficiency achieved a slightly higher mean score of 1.60. This differentiation highlights the potential for enhancing the practical execution of cooperative teaching methods to more closely align with their intended efficiency.

Table 5 provides insights into the forms of inclusive teaching for children with disabilities. The findings emphasize the importance of direct integration, tailored lesson design, individualized teaching methods, and cooperative group teaching. While progress is evident in these areas, there remains an opportunity to enhance both performance and efficiency, ensuring a more comprehensive and effective inclusive educational experience for children with disabilities in the South-Central region, Vietnam.

3.6 Inclusive Teaching Methods of Children with Disabilities in Primary Schools in the South-Central Region, Vietnam

Table 6 analyzes the practicality of inclusive teaching methods for children with disabilities, offering insights into the implementation of different approaches within the educational framework.

Table 6. The Practicality of Inclusive Teaching Methods of Children with Disabilities

No	Content	Mean	
		the level of performance	the level of efficiency
1	Teachers use synchronously current teaching methods in the inclusive class	3.40	3.39
2	Teachers use specific teaching methods when teaching in an inclusive class	2.39	2.00
3	Teachers know how to use specific teaching methods according to each type of disability, and each capacity of children with disabilities	2.25	2.20
4	Teachers flexibly apply adjustment methods in inclusive teaching	2.04	1.97

Transitioning to the initial dimension, which centers on teachers using synchronously current teaching methods in the inclusive class, the performance level achieved an average mean score of 3.40. Correspondingly, the efficiency level secured a slightly lower average mean score of 3.39. This proximity indicates a harmonious alignment between the effectiveness and efficiency of integrating established teaching methods within inclusive learning environments.

Moving to the subsequent dimension, spotlighting the teachers using specific teaching methods when teaching in an inclusive class, the performance level garnered an average mean score of 2.39. Conversely, the efficiency level attained a notably reduced mean score of 2.00. This incongruity suggests the potential for enhancing the practical application of these distinct methods to more closely align with their intended efficiency.

Shifting focus to the third dimension, which highlights educators' proficiency in employing specific teaching methods catering to diverse disability types and individual capacities of children, the performance level secured an average mean score of 2.25. In contrast, the efficiency level reached a slightly elevated mean score of 2.20. This parity signifies a balanced execution of teaching methods in alignment with their intended efficiency.

Lastly, within the fourth dimension, centered on teachers flexibly applying adjustment methods in inclusive teaching, the performance level achieved an average mean score of 2.04. Comparatively, the efficiency level achieved a marginally higher mean score of 1.97. This distinction underscores the potential for optimizing the practical application of adjustment methods to more closely match their intended efficiency.

Table 6's comparative analysis reveals insights into the practicality of inclusive teaching methods for children with

disabilities. While certain dimensions showcase a commendable alignment of current teaching methods and an understanding of specialized approaches, others suggest potential areas for refinement. These comparative insights contribute to the ongoing effort to create a more effective and inclusive educational experience that caters to the unique needs of children with disabilities in the South Central region, Vietnam.

3.7 Examination and Assessment of Education and Inclusive Teaching Results for Children with Disabilities in Primary Schools in the South-Central Region

Table 7 presents a comparative assessment of inclusive teaching practices, examining various dimensions of examination and evaluation within this context. The analysis sheds light on the performance and efficiency of assessment procedures applied in primary schools within the South-Central region, Vietnam.

Table 7. Results of Examination and Assessment of Inclusive Teaching

No	Content	Mean	
		the level of performance	the level of efficiency
1	Developing criteria for evaluating teachers and children with disabilities	2.19	2.22
2	Evaluation of learning outcomes for children with disabilities towards better educational outcomes for children with disabilities	1.88	2.05
3	Assessment of children with disabilities as normal students with adjustment requirements or according to the requirements of the Individual Education Plan	1.96	2.03
4	Assessment of children with disabilities includes regular assessment and periodic assessment	1.75	1.70
5	Assessment of children with disabilities focuses on progress in personal skills training, social skills, communication skills, etc.	1.76	1.75

Transitioning to the initial dimension, which emphasizes the developing criteria for evaluating teachers and children with disabilities, the level of performance obtained an average mean score of 2.19. Correspondingly, the level of efficiency secured a slightly higher average mean score of 2.22. This proximity suggests a harmonious alignment between the effectiveness and efficiency of developing these evaluation criteria.

Moving to the subsequent dimension, which centers on the evaluation of learning outcomes for children with disabilities towards better educational outcomes for children with disabilities, the level of performance achieved an average mean score of 1.88. In contrast, the level of efficiency garnered a notably higher average mean score of 2.05. This distinction highlights the potential for optimizing the practical execution of assessing learning outcomes to better align with their intended efficiency.

Shifting focus to the third dimension, which involves the assessment of children with disabilities as normal students with adjustment requirements or according to the requirements of the Individual Education Plan, the level of performance secured an average mean score of 1.96. Conversely, the level of efficiency reached a slightly elevated mean score of 2.03. This parity implies a balanced execution of evaluation methods that align with their intended efficiency.

Within the fourth dimension, centered on the assessment of children with disabilities includes regular assessment and periodic assessment, the level of performance achieved an average mean score of 1.75. In comparison, the level of efficiency was slightly surpassed with an average mean score of 1.70. This difference underscores the potential for optimizing the practical application of assessment techniques to better match their intended efficiency.

Lastly, in the context of the fifth dimension, which focuses on the assessment of children with disabilities focuses on progress in personal skills training, social skills, communication skills, etc., the level of performance secured a mean score of 1.76. Correspondingly, the level of efficiency closely aligned with a mean score of 1.75. This harmony suggests a congruity between the execution of assessment approaches and their intended efficiency.

Table 7's comparative analysis offers insights into the examination and assessment of inclusive teaching practices.

While certain dimensions demonstrate a moderate level of performance and efficiency, others present opportunities for improvement to enhance both evaluative criteria and assessment methodologies. These contrasts contribute to the ongoing endeavor to create a robust assessment framework that effectively caters to the diverse needs of children with disabilities in an inclusive educational environment.

4. Discussion

These insights shed light on the complex landscape of inclusive education practices and provide valuable context for understanding the challenges, achievements, and strategies in promoting an inclusive educational environment.

This reflects a diversity of viewpoints regarding the importance of inclusive teaching activities for children with disabilities. The varying levels of importance reported by participants suggest a range of perspectives on the significance of these activities. Notably, a substantial majority deemed these activities as “not important”. This finding resonates with previous research indicating the need for increased awareness and understanding of the benefits of inclusive education (Duncan et al., 2021; Pingle & Garg, 2015). It underscores the importance of fostering a more inclusive mindset within the educational community to enhance the acceptance and integration of children with disabilities (Ackah-Jnr, 2022).

The correctness assessment illustrates the nuanced perspectives on the appropriateness of teaching activities for integrating children with disabilities (Kramer et al., 2012). The mixed responses on different content elements highlight the complexity of inclusive education implementation. The recognition of teaching methods aligned with general teaching process guidelines and the debate surrounding the extent of inclusivity in teaching children with disabilities underscore the diverse viewpoints within the educational landscape (Nguyen et al., 2023). These findings resonate with the idea that fostering an inclusive environment demands a comprehensive understanding of teaching methods tailored to individual needs (Buell et al., 1999; Krüger & David, 2020).

This prospect provides insights into the extent of achievement of inclusive teaching objectives. The analysis demonstrates a balanced performance and efficiency in most dimensions, indicating a cohesive alignment between the articulated goals and their practical execution. The focus on capacity development, holistic assessment, and cognitive, emotional, and psychomotor aspects suggests a thoughtful approach to fostering inclusive learning environments (Prasetyo et al., 2021). These findings align with the principle that inclusive education encompasses diverse learning needs and requires a comprehensive approach that goes beyond academic outcomes (Ainscow, 2020; Vickerman & Maher, 2018; Winter & O’Raw, 2010).

The results reflect the efforts to tailor teaching content to the unique needs of students with disabilities (Cooc, 2019; Kryukova et al., 2023). The variance between performance and efficiency in certain dimensions highlights the potential for refining the practical execution of adjustments to better align with their intended efficiency. These findings resonate with the necessity for continuous adaptation of teaching materials to cater to diverse learning profiles (Tzenios, 2020).

The finding evaluates the forms of inclusive teaching adopted for children with disabilities. The assessment reveals a range of perceptions on the practicality of different teaching approaches. The findings emphasize the importance of direct integration, tailored lesson design, individualized teaching methods, and cooperative group teaching (Meng, 2023). The variances in performance and efficiency suggest an opportunity to enhance both aspects for a more comprehensive and effective inclusive educational experience (Valencia-Forrester et al., 2019).

The study analyzes the practicality of inclusive teaching methods for children with disabilities. The outcomes provide insights into the implementation of different approaches within the educational framework (Kurth et al., 2018; Pit-ten Cate et al., 2018). The balanced alignment of current teaching methods and specialized approaches signifies progress in fostering a more inclusive learning environment. The discrepancy between certain dimensions implies potential areas for refinement, reflecting the ongoing efforts to create effective and inclusive educational experiences (Kazu & Deniz, 2022).

The result presents a comparative assessment of inclusive teaching practices, examining examination and evaluation procedures. The findings reflect a mixed perspective on the performance and efficiency of assessment methods. While certain dimensions showcase a balanced alignment, others suggest the potential for enhancing evaluation criteria and methodologies. These insights contribute to the ongoing endeavor to create a robust assessment framework that effectively caters to the diverse needs of children with disabilities in an inclusive educational environment (Buli-Holmberg & Jeyaprabhan, 2016; Coates et al., 2020; Imaniah & Fitria, 2018).

The multifaceted insights derived from the analysis of this study underscore the intricate dynamics of implementing

inclusive education practices for children with disabilities in primary schools within the South Central region, Vietnam. The diversity of perspectives, challenges, and achievements highlighted across these dimensions reflect the complex journey towards fostering an inclusive educational environment. By comprehensively examining these aspects, this research provides valuable insights for educators, administrators, and policymakers striving to enhance inclusive education practices and outcomes in the South Central region, Vietnam.

5. Conclusion

This comprehensive study has provided valuable insights into the multifaceted landscape of inclusive teaching practices for children with disabilities within primary schools in the South-Central region, Vietnam. The examination of diverse dimensions, ranging from the extent of achievement of teaching objectives to the practicality of teaching methods and the assessment processes, underscores the complexities and opportunities inherent in fostering inclusive education. The findings reveal both commendable achievements and areas that warrant improvement, highlighting the need for tailored strategies that accommodate the diverse needs of students with disabilities. The importance of individualized education plans, the integration of suitable content, well-designed teaching forms, and effective methodologies emerge as key pillars for fostering inclusive education. Moreover, the balanced assessment and evaluation techniques underscore the significance of holistic measures in gauging the outcomes of inclusive teaching. This study contributes to the ongoing discourse surrounding inclusive education by offering nuanced insights that can guide educators, policymakers, and stakeholders in further enhancing the educational experiences and outcomes of children with disabilities.

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Authors contributions

Assoc. Prof. BXT and LKV were accountable for the study's design and revision. LKV was tasked with the acquisition of data. Associate Prof. BXT revised the manuscript after LKV had drafted it. The final manuscript was reviewed and endorsed by all authors.

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