



Competencies Of Inclusive Education Teachers In International Schools Of Bangkok, Thailand

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Abstract

Inclusive education promotes the inclusion of students with special learning needs into mainstream classrooms, but its effective implementation is very much reliant on teachers' professional competences. In the international schools of Bangkok, whose teaching personnel consist of different national and cultural groups, there are still problems in spite of Thailand's supportive legislation. This research quantified the competencies of teachers' professional development in inclusive education and determined the relationship of these competencies to their demographic profiles and issues. As a quantitative-descriptive research, 67 teachers in three international schools in Prawet District, Bangkok, were surveyed for information. Descriptive statistics and correlation analyses were applied in examining the level of teachers' competencies based on three components: knowledge, skills, and attitudes. Results indicated that although there were high competencies in attitudes overall, moderate difficulties were present in knowledge and application of skills. Statistically significant relationships were also found between competencies and demographic variables of nationality, teaching experience, and attendance at inclusive education training. Results highlight the necessity for culturally responsive and contextually sensitive professional development initiatives that close the gap between inclusive attitudes and classroom practice. Recommendations are made to inform model training, school leadership practice, and policy formation to enhance inclusive education in multicultural school settings.

Keywords: Inclusive Education, Teacher Competencies, Professional Development, International Schools, Multicultural Education, Thailand

1. Introduction

Inclusive education strives to make quality education in regular classrooms accessible to all learners irrespective of ability, background, or need. The practice has widespread backing from international policy documents, more notably the United Nations Sustainable Development Goal 4, which advocates for inclusive and equitable quality education for all learners (United Nations, 2015). In Thailand, inclusive education has the backing of the law in the National Education Act B.E. 2542 (1999) and the Special Education Act B.E. 2551 (2008), which both enshrine education access and provision for learners with special educational needs and disabilities (Office of the Education

Council, 2017). While these frameworks exist, their implementation in schools—especially in international schools—has been variable.

Bangkok international schools have distinctive educational profiles as a result of the multicultural student and teaching populations, and differing curricular standards of various countries. Although typically better resourced than state schools, international schools have compounded issues in adopting and localizing inclusive practices. Teachers, especially expatriate teachers, are not typically familiar with Thai-specific education policy, nor with local support mechanisms for inclusive education (Ulla, 2018). Moreover, although most international educators hold general pedagogical training, they generally find a lack of professional development training in inclusive teaching methods that are particularly attuned to Thai education law and legislation such as Universal Design for Learning (EADSNE, 2012).

Research has named teacher knowledge, attitude, and skills as significant determinants of effective inclusive practice (Florian & Spratt, 2013). Professional competencies, nevertheless, continue to be uneven across Southeast Asian international schools, with teacher preparedness being affected by divergent training systems, cultural demands, and administrative support (Sharma et al., 2018). The need to assess teacher competencies in local contexts is acknowledged in order to inform efficacious training and policy responses.

Rationale

This research answers a call for time to assess Bangkok international school teacher competencies who are tasked with carrying out inclusive education. Despite the existence of explicit inclusive education policies in Thailand, empirical evidence is lacking on how such policies are realized in the case of international schools, where teachers encounter pedagogical as well as systemic challenges. The research aims to determine how teachers' capacities are affected by professional experience and demographic characteristics, and what types of institutional support teachers need for effective inclusive practice.

Significance of the Study

The findings of this study are significant to several important stakeholders:

- Teachers: Through the identification of areas of need and strength, the research informs individual professional development planning.
- School Administrators: Outcomes can guide recruitment, in-service training, and mentoring programs with regard to the reality of multicultural classrooms.
- Policy Makers: Evidence-based information will help to enhance policy in teacher education, specifically those that balance international best practices and national needs.
- Educational Researchers: The study adds to the increasing research on inclusive education in transnational school environments.

Objective of the Study

The research seeks to evaluate the inclusive education teachers' professional development potentials in Bangkok international schools and determine the correlation between their demographic profiles and challenges. Guided by findings, the research suggests a competency model of development for these teachers' needs.

Research Questions

1. What are the demographic characteristics of inclusive education teachers in international schools in Bangkok, Thailand, in terms of age, sex, nationality, civil status, educational attainment, field of specialization, income, years of teaching experience, and in-service training?
2. To what extent do these teachers demonstrate professional competencies in the domains of:
 - a. Knowledge?
 - b. Skills?
 - c. Attitudes?
3. Is there a significant relationship between the respondents' demographic profiles and their professional development needs?
4. What are the primary challenges faced by inclusive education teachers in Bangkok's international schools in terms of knowledge, skills, and attitudes?
5. What competency model can be developed to enhance the professional development of inclusive education teachers in these schools?

Research Hypothesis

The study tested the following hypothesis at the 0.05 level of significance:

H₀: There is no significant relationship between the profile of the respondents (sex, age, civil status, nationality, years of teaching experience, and number of in-service trainings attended) and the extent of their professional development competencies in terms of knowledge, skills, and attitudes in inclusive education.

Conceptual Framework

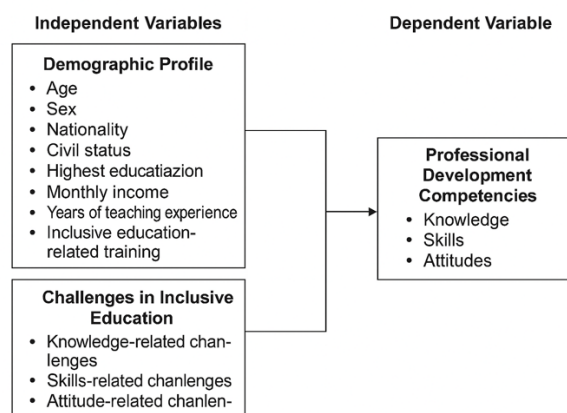


Figure 1. Schematic Diagram of Conceptual Framework

Figure 1 presents the conceptual framework guiding the study on inclusive education teachers in international schools in Bangkok, Thailand. The framework is structured to illustrate how **independent variables**—specifically **teacher demographic profiles** and **challenges encountered in inclusive education settings**—influence the **dependent variable**, which is the extent of their **professional development competencies**.

On the left side of the diagram, **Demographic Profile** includes variables such as age, sex, nationality, civil status, highest educational attainment, monthly income, years of teaching experience, and participation in inclusive education-related training. These elements reflect the personal and professional characteristics that may impact a teacher's readiness and capability to implement inclusive education practices.

Beneath this, **Challenges in Inclusive Education** are categorized into three domains:

- **Knowledge-related challenges**, such as limited understanding of inclusive frameworks and legislation (Thai National Education Act).
- **Skills-related challenges**, such as difficulty in applying differentiated instruction or using assistive technologies.
- **Attitude-related challenges**, which involve teacher dispositions, beliefs, and cultural responsiveness toward inclusion.

Both demographic and challenge-related variables feed into the **Professional Development Competencies** on the right side of the diagram. These competencies are further subdivided into:

- **Knowledge** – theoretical and legislative understanding of inclusive education.
- **Skills** – practical application of inclusive strategies in classroom settings.
- **Attitudes** – values, beliefs, and openness toward inclusive education.

The arrows connecting the independent variables to the dependent variable indicate hypothesized causal or correlational relationships. This framework served as the basis for the study's investigation, data collection, and interpretation, particularly in exploring how teacher profiles and perceived challenges predict their professional development needs in inclusive educational contexts. This model also supports the eventual goal of proposing a responsive competency-based training design that addresses the specific developmental areas identified through the study.

2. Literature Review

Inclusive education is founded on a belief that all students, regardless of abilities or background, should have an equal right to access quality education within regular educational surroundings. It is backed by international instruments such as the United Nations Convention on the Rights of Persons with Disabilities (2006) and the Sustainable Development Goal 4, namely the promotion of inclusive and equitable quality education for all (United Nations, 2015). Policy instruments such as the National Education Act B.E. 2542 (1999) and the Special Education Act B.E. 2551 (2008) as implemented in Thailand provide a policy framework for inclusive education. However, implementation in the classroom requires more than policy—it requires effective and well-trained teachers. The capacity of teachers to implement inclusive teaching is influenced by their knowledge of inclusive principles, their capacity to cater to differences in teaching approaches, and their disposition toward classroom diversity (Forlin & Sin, 2010). Professional development for the teachers therefore plays an essential bridge-building function between policy and implementation.

One theoretical underpinning for this inquiry is Culturally Responsive Teaching (CRT), as defined by Geneva Gay (2018). CRT encourages the application of students' cultural experiences and knowledge as the basis for effective pedagogy. For the Bangkok multinational school, with classrooms that include students and teachers from a multitude of nationalities, CRT offers a critical framework for inclusive pedagogy to stretch from the inclusion of disability to the inclusion of linguistic and cultural diversity. Therefore, the teachers need to be equipped with not only pedagogical content knowledge but also with cultural competence that enables them to legitimize and embrace students' diverse identities in the learning process. Through research, we are aware that pedagogies that are culturally responsive lead to increased engagement from students, academic achievement, and inclusive classrooms (Ladson-Billings, 2014).

Despite strong international and national policy imperatives, evidence continues to uncover substantial problems in the achievement of inclusive education in Southeast Asia. Sharma, Loreman, and Forlin's (2012) research identified numerous teachers as not being trained to deal with the diverse needs of children with disabilities, with indicators of gaps existing in pre-service training and a shortage of in-service professional training. Similarly, a research by Ulla (2018) discovered foreign teachers in Thailand consistently not having knowledge of local inclusive policies and institutional assistance. All of this is exacerbated in international schools when standardized global curricula are not responsive to national imperatives for inclusion. The result is patchy implementation with inclusive practices depending most frequently on the initiative and skills of particular teachers rather than evidence-based, systemic practices.

In all of these respects, the competences of inclusive education teachers can be most fruitfully understood as comprising the dimensions of knowledge, skills, and attitudes. Florian and Spratt (2013) believe that inclusive pedagogy must be founded upon strong professional knowledge, the pedagogic capacity for differentiation, and commitment to the values of equity and engagement. Support for such a multi-dimensional model comes also from an EADSNE review (2012), with the caveat that competence frameworks must integrate theoretical understanding with learning from professional experiences. There is therefore the double task for international school teachers both of adhering to international academic conventions, as well as addressing regional inclusive imperatives. There is a need for targeted professional development towards addressing particular legislative awareness gaps, the application of assistive technologies, and cultural responsive pedagogy.

3. Methodology

Research Design

Quantitative descriptive-correlational research design was employed in the current research to investigate the professional development competencies of inclusive education teachers in Bangkok, Thailand's international schools. The descriptive aspect of the research design enabled the researcher to inquire about the competencies of the teachers in knowledge, skills, and attitudes, and the correlational aspect of the research design was to find out the level to which the competencies correlate with the demographic profile of the teachers. The survey questionnaire with preselected questions was used to collect numeric information that was then statistically analyzed to identify the patterns, correlations, and implications for inclusive teaching practices (Creswell & Creswell, 2018).

Research Setting

The research was carried out in three international schools within the Bangkok area's Prawet District. Charter International School, Kincaid International School, and Blessings International Academy were selected because they had inclusive education programs running and had mixed compositions of teaching staff, with teachers from various countries teaching in multiethnic situations.

Participants of the Study

The respondents who participated in the investigation comprised 67 out of the 120 teachers working in the three selected international schools. The simple random sampling was used to give each of the teachers an equal chance to be selected, thereby eliminating sampling bias as well as enhancing the representativeness of the outcomes. The inclusion conditions comprised the involvement of the participants having a year of teaching experience in an inclusive setting and having attended a minimum of one in-service course on special or inclusive education. The sample covered the diversity of teachers from various nationalities, different ages, academic degrees, and teaching subjects.

Research Instrument

The primary data-gathering tool was a researcher-developed standard questionnaire. The questionnaire was developed for the purpose following a thorough review of the literature and existing measures of the competencies of inclusive education teachers. The questionnaire included three broad categories: (1) demographic profile, (2) professional development competencies, and (3) inclusive education setting challenges. Items under professional competencies were grouped as per knowledge, skills, and attitudes and measured on a 5-point Likert graded response (1 = Very Low to 5 = Very High). The same rating scale was applied in measuring the level of challenge in each. The same was also subject to a process of content validation by four experts in inclusive education and educational research regarding relevance and dependability.

Data Collection Process

The collection of data was preceded by approval from the relevant authorities, including the Director of the PSU-SAS and the management of the included schools. Clearance from the academic institution of the researcher was also obtained. After obtaining informed consent, the questionnaire was handed over personally to the teachers in each of the schools. The subjects were briefed about the purpose of the study, ensured anonymity, and made aware of the right to withdraw at any given time. The filled questionnaire was obtained by the researcher and checked for completeness and consistency before encoding and analysis.

Ethical Issues

The research carefully adhered to ethical standards for educational studies. The respondents had the research purpose explained to them and provided written permission. Confidentiality was maintained by anonymization of the data, and voluntary participation. The research made a guarantee that there would be no harm caused to any respondent by the act of participation and adhered to all institutional regulations for human subject research.

Statistical Treatment

Frequency, percentage, and weighted mean demographic statistics have been employed to analyze the respondents' profile as well as identify the degree of their professional competencies and problems. Multivariate Analysis of Variance (MANOVA) has been employed to identify the relationship between the variables of the teacher profile and professional competencies. The statistical process was employed to analyze multiple dependent variables simultaneously as well as identify the differences which might exist in the profile categories. The statistical significance in the findings was established by the $p < 0.05$ level.

4. Results/Findings

Table 1. Demographic Profile of the Respondents (N = 67)

Profile Variable	Category	Frequency (f)	Percentage (%)
Age	26–30 years	13	19.4
	31–40 years	29	43.3
	41–50 years	16	23.9
	51–60 years	6	9.0
	61 and above	3	4.5
Sex	Male	33	49.3
	Female	29	43.3
	Prefer not to disclose	5	7.5

Profile Variable	Category	Frequency (f)	Percentage (%)
Civil Status	Single	29	43.3
	Married	30	44.8
	Divorced	5	7.5
	Separated	1	1.5
	Others	2	3.0
Nationality	British	30	44.8
	American	6	8.9
	Indian	6	8.9
	Canadian	5	7.5
	Other (12 nationalities)	20	29.9
Highest Educational Attainment	Bachelor's Degree	32	47.8
	With MA/MS units	10	14.9
	MA/MS Graduate	21	31.3
	Doctorate	4	6.0
Field of Specialization	Arts & Humanities	23	34.3
	Education	18	26.9
	Mathematics	8	11.9
	Computing	6	9.0
	Psychology	5	7.5
	Business	4	6.0
	Sports Science	3	4.5
Years of Teaching Experience	Less than 1 year	4	6.0
	1–5 years	21	31.3
	6–10 years	14	20.9
	11–15 years	13	19.4
	More than 15 years	15	22.4
Inclusive Education Training	None	18	26.9
	1–5 trainings	31	46.3
	6–10 trainings	8	11.9
	More than 10 trainings	10	14.9

Table 1 indicates that the majority of respondents (43.3%) belonged to the 31 to 40 year group, an indication of the prevalence of millennials in this profession. The age group is likely to bring along with them technology literacy and adaptability in quickly changing classroom environments (Shaw & Newton, 2014). The gender distribution was nearly even, with 49.3% male and 43.3% female, though with a contradiction to the trends seen internationally in overall education posts which are typically characterized by female dominance (ISS, 2021).

In terms of national origin, the majority of the teachers (44.8%) had British nationality, followed by Americans and Indians (8.9% each), reflective of the globalized staffing prevalent in international schools. While such diversity is enriching, it is also likely to be accompanied by cultural responsiveness and conformance with national inclusion policy (Khamkhien, 2016).

Most teachers (47.8%) possessed only a bachelor's degree, and 52.2% possessed or had undertaken graduate studies. The level of education is very high as indicated by the statistics, following the international recruitment

standards for schools. The majority of specializations leaned towards Arts and Humanities (34.3%) and Education (26.9%), a reflection of firm humanistic and pedagogical bases, though the absence of the STEM fields was evident.

Teaching experience was fairly evenly divided, with 31.3% having 1–5 years' teaching experience and 22.4% with over 15 years. The balance between early-career and experienced teachers presents a possibility for peer mentoring and professional learning communities. However, 26.9% had no training in inclusive education—a worry given the instruction requirements of inclusive classrooms. The vast majority (46.3%) had participated in 1–5 training experiences, with only a very small minority (14.9%) having attended over 10, indicating an urgent need for more intensive and targeted professional development experiences.

Table 2. Extent of Professional Development Competencies of Teachers in Inclusive Education Settings (N = 67)

Domain	Mean	Interpretation
Knowledge	3.63	High
Skills	3.58	High
Attitudes	3.89	High
Overall Weighted Mean	3.70	High

Legend:

1.00–1.50 = Very Low | 1.51–2.50 = Low | 2.51–3.50 = Moderate | 3.51–4.50 = High | 4.51–5.00 = Very High

The results in Table 2 show that the general level of professional competencies for the teachers is high with a weighted average of 3.70. Out of the three domains evaluated—attitudes, skills, and knowledge—attitudes had the highest of 3.89, which shows that the majority of the teachers have positive values and dispositions towards inclusive education. The result is supported by recent studies by Sharma and Loreman (2021), who concluded that teaching attitudes precede the effective embedding of inclusive practices and have the tendency to lead the skills for practical application.

In the knowledge domain, a mean of 3.63 indicated that teachers had good knowledge of the principles of inclusive education, differentiation, and classroom diversity. Qualitative evidence in the overall research also indicated general knowledge gaps in specific domains like knowledge relating to the Thai National Education Act and application of Universal Design for Learning (UDL), supported by Florian and Spratt (2013) evidence that theoretical knowledge is not always reflected in in-depth, contextually grounded competence.

The skills domain had a slightly lower average of 3.58, which—although still at the top level—suggests learning area priority for the application of inclusive teaching strategies, classroom management of diversity, and the application of assistive technologies. The results agree with Forlin et al. (2010), who had teachers consistently stating that they felt underprepared to implement the practicalities of inclusion, particularly in cross-cultural or international school situations.

In general, even with good inclinations towards inclusion and basic knowledge, the findings indicate a need to lay greater stress on the development of skills through long-term, targeted professional development. Training in practical application of inclusive technologies, collaborative teaching pathways, and regular mentorship would help close the gap between belief and effective application. The skills gap might be met with regular in-service training, and this would serve to improve the quality of the implementation of inclusive education in international school settings.

Table 3. Relationship Between Respondents' Profile and Their Professional Development Competencies (N = 67)

Profile Variable	Knowledge	Skills	Attitudes	Interpretation
Age	0.184	0.143	0.196	Not Significant
Sex	0.322	0.388	0.401	Not Significant
Civil Status	0.174	0.190	0.215	Not Significant
Nationality	0.231	0.272	0.031	Significant in Attitudes
Years of Teaching Experience	0.162	0.042	0.158	Significant in Skills
Inclusive Education Training	0.062	0.019	0.025	Significant in Skills and Attitudes

Significance Level: $p < 0.05$

Analysis of variance revealed, as shown in Table 3, that three of the profile variables had a significant relationship with a particular set of professional development competency dimensions at the 0.05 level.

Firstly, teaching experience over the years was a strong correlate with the skills area ($p = 0.042$). The implication is that teachers with longer teaching experiences tend to have highly developed practical skills for inclusive classrooms likely as a consequence of cumulative experience with a diversity of students' needs. It is supported by Florian and Linklater's (2010) conclusion that teaching experience enhances the confidence and fluency with which teaching is differentiated.

Second, the inclusive education training variable was also positively related with both the skills ($p = 0.019$) and attitudes ($p = 0.025$) factors. More seminars or in-service training in inclusive education was associated with more effective practical skills and favourable attitudes towards inclusive practices. The findings support Forlin et al.'s (2009) argument that effective professional development is associated with the capacity of teachers and receptiveness towards inclusion.

Third, there was a noteworthy relationship between nationality and attitudes towards inclusive education ($p = 0.031$). Varying cultural perceptions and enactments of inclusion across different countries are responsible for this. Educators from nations with more legislative requirements or cultural expectations of inclusive education training would be more likely to have inclusive dispositions than educators from states that do not place inclusive practices as a priority (Sharma et al., 2012).

Conversely, there wasn't a significant relationship between sex, civil status, or age and any of the competence domains. The implication here is that the aforementioned demographic variables do not exert an independent influence over whether or how the teachers utilize or interpret their inclusive education competences in the context of the Bangkok international schools.

Overall, results underscore the importance of experience and continuing education in developing effective inclusive teaching abilities and empathic dispositions. Moreover, cultural orientation, as operationalized by nationality, is a salient factor in the construction of teachers' assumptions and needs to be included when constructing culture-responsive professional learning initiatives.

Table 4. Challenges Encountered by Teachers in Inclusive Education Settings (N = 67)

Domain	Mean	Interpretation
Knowledge	3.39	Moderate
Skills	3.45	Moderate
Attitudes	3.58	High
Overall Weighted Mean	3.47	Moderate

Legend:

1.00–1.50 = Very Low | 1.51–2.50 = Low | 2.51–3.50 = Moderate | 3.51–4.50 = High | 4.51–5.00 = Very High

Table 4 further shows that the level of difficulty that the teachers have encountered in putting inclusive education in place can be understood as moderate with a general weighted mean of 3.47. The knowledge domain had the lower mean (3.39), which shows that the teachers perceive it as extremely hard to learn about inclusive education legislation, including the National Education Act of Thailand, and adopt frameworks like Universal Design for Learning (UDL). This is consistent with a study by Klibthong and Agbenyega (2018), which finds that international educators do not have contextual knowledge of national inclusive education laws and how such laws impact the creation of curricula.

The skills domain also had a moderate rating (Mean = 3.45). The teachers indicated difficulty with differentiation, developing IEP plans, and the application of assistive technologies. The difficulties concur with Sharma and Das (2015), who pointed out that even though teachers are likely to be aware of the need for inclusive practices, most do not have the practical strategies and support measures to implement them. The moderate rating in the domain emphasizes the need for more practical, structured professional development activities with pedagogical application than theory.

Notably, the attitudes area had a high rating (Mean = 3.58), which shows that despite the shortage of skills and knowledge, the vast majority of the teachers have a very positive attitude towards inclusive education. In agreement with Avramidis and Norwich (2002), this is because inclusion is perceived as a moral or ethical commitment. However, without respective skills and knowledge, a high rating for attitudes can amount to classroom teaching inefficacy, as seen with Florian and Black-Hawkins (2011).

In brief, the findings show that educators are willing and open to acting towards inclusive education but are hindered from doing so by a shortage of practical knowledge and awareness of the law. The medium-level barriers need to be overcome by capacity-building interventions, support systems within schools, and targeted training interventions so inclusive intention gaps can be bridged with classroom practices.

5. Discussion

The present research explored Bangkok, Thailand's international school teachers' inclusive education professional development capacities and examined the relationship between the capacity and the demographic profile of the teachers as well as the problems met by them in implementing inclusive practices. The findings provide valuable information about the facets of preservice teachers' training for diverse and multicultural classrooms and the implications for the teaching profession. The respondent group included a majority of teachers belonging to the 31–40 age group, a nearly equal gender split, and the predominance of the British, American, and Indian nationalities. The findings reflect the internationalized nature of the Bangkok international school system. However, diversity of educational background and diversity of nationality, though enriching, also speak for the need for context-based training. Research has established that teachers from different cultural backgrounds would be likely to have different assumptions and expectations about inclusive education (Sharma et al., 2012), and

therefore it is essential that the schools are offered localized orientation programs and regular institutional support (Ulla, 2018).

The professional development competencies level was strong across all domains—knowledge, skills, and attitudes—with the highest scores in the attitudes domain. This would indicate that teachers are generally open to inclusive education and willing to differentiate their teaching for different types of learners. However, the moderate level in the knowledge and skills domains would imply an disconnect between positive attitudes and effective teaching. Florian and Spratt (2013) reminded us that inclusive pedagogy is not only values-driven but competent in terms of delivering differentiated teaching, utilizing assistive technology, and grasping legislative requirements. The findings concur with theoretical underpinnings of Culturally Responsive Teaching (Gay, 2018), which calls out instructional practice for valuing and affirming diversity in students and redressing structural inequalities through the competence of the teacher. There were also strong correlations between certain demographic variables and professional competencies. Training in inclusive education and years of classroom teaching experience were both related to the skills and attitudes domains, reflective of the impact of continuing professional development in shaping the capacity of teachers (Forlin et al., 2009). Also a predictor for the attitudes of teachers was nationality, an explainable finding because of differences in inclusive education philosophy by country. The findings would imply that professional developmental activities are not only skills-focused but also culture-sensitive, responsive to both international requirements and national policy like Thailand's Special Education Act B.E. 2551 (2008).

Furthermore, the problems encountered by the teachers were measured as moderate overall, with the biggest problems listed under the knowledge domain, i.e., in comprehending the local legislation and implementing specialist approaches. Despite their overall positive mind-set, the teachers noted a lack of legal awareness and classroom-level strategies for inclusion. The gap resonates with Florian and Black-Hawkins's (2011) observation that inclusive beliefs are not sufficient without practical competence. As it is, the knowledge-practice gap can be overcome with structured, context-led training to translate inclusive education from policy ideal to classroom reality in global school settings.

6. Conclusion and Recommendations

Conclusion

The objective of the current research was to examine teachers' professional skills in inclusive education from Bangkok's international schools. Drawn from the Culturally Responsive Teaching (Gay, 2018) framework and informed by inclusive pedagogical theory (Florian & Spratt, 2013), the research identified that the teachers had positive sentiments towards inclusive education overall, though with moderate knowledge and practical skills gaps.

The findings supported that the demographic variables of teaching years and inclusive education training impact professional competence to a great extent, particularly for the skills and attitudes components. Nationality had a tremendous impact as well in changing the attitudes of the teachers, revealing the influence of cultural background in shaping the inclusion beliefs. Notably perhaps, the concerns for the teachers were measured as moderate, with the highest level of concern related to the understanding and application of inclusive education legislation and teaching strategies for diverse pupils.

Collectively, the results suggest the necessity for context-sensitive and long-term professional development. While positive attitudes open the door for inclusive pedagogy, effective implementation requires solid knowledge and pedagogical skills of a more sophisticated kind that are responsive to the policy realities of the host context as well as the international school setting.

Recommendations

It is suggested based on the results of this investigation that Bangkok international schools enhance in-service training programs to address inclusive education knowledge and skills competence gaps. Training must be targeted towards differentiated instruction, Thai national inclusive education policy, assistive technology, and IEP development. Long-term planned capacity-building will bridge the gaps between positive attitudes of the teachers and classroom practices. Training must be combined with international best practices with careful attention towards the compatibility with the local legislative context as well as Thailand's Special Education Act B.E. 2551 (2008).

One of the recommendations is the establishment of localized professional development models that are attuned to each international and multicultural school context. The proposed models must be attuned to cultural awareness, diversity of the students' needs, and the expectations of the institutions. The construction of a model of competencies for the Thai international schools can facilitate the attainment of well-specified standards for evaluating teaching development and the development of specific interventions. The model must touch on the aspects of knowledge, skills, and attitude and be attuned to the cultural and academic background of the teachers.

In addition to formal training, schools must facilitate peer mentorship networks and reflective practice groups. PLCs and mentorship networks can be the spaces for reflective and critical discussion, sharing experiences, and collaborative learning of inclusive practices. Regular engagement in reflective sessions and case-based problem-solving can deepen the understanding of inclusive teaching by teachers and a culture of cooperation at the school level. Such strategies not only enhance professional growth but also ensure consistency and coherence in the application of the principles of inclusion education in classrooms.

Last, school administration must make its commitment to culturally responsive leadership a reality by embedding inclusive education in school policy, curriculum, and culture. Administrators must provide teachers with training for intercultural communication and promote inclusive practices in leadership that enhance involvement, equity, and shared ownership. Policy must be explicitly inclusive and show a commitment throughout the entire school to diversity and special educational needs. With a positive school climate and a shared vision for inclusive excellence, international schools can successfully address the varied educational needs of all students.

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