

# Improving Learning Outcomes for Children with Disabilities Using Educational Management Techniques

Dr. Dimple Chaudhary<sup>1</sup>, Dr. Shruti Balhara<sup>2</sup>, Dr. Preeti Saini<sup>3</sup>, Dr. Gloria Antonitta J. Lobo<sup>4</sup>, Dr. Bhautik Alpeshkumar Patel<sup>5</sup>, Dr. Pooja Vernekar<sup>6</sup>

<sup>1</sup>Research Associate, Department of Management, MRIIRS, Faridabad.

Email ID: dimplechaudhary07@gmail.com

<sup>2</sup>Assistant Professor, Department of Business Administration, Maharaja Surajmal Institute, Janakpuri, Affiliated to GGSIPU, Dwarka. Email ID: shrutibalhara@msijanakpuri.com

<sup>3</sup>Associate Professor, Department of Physiotherapy, Manav Rachna International Institute of Research and Studies, Faridabad. Email ID: Preeti.fas@mriu.edu.in

<sup>4</sup>Assistant Professor, Department of BBA/MBA, K.L.E. Society's College of Business Administration, CBALC, Lingaraj College, Belagavi, Karnataka. Email ID: gloria.vtu.ac@gmail.com

<sup>5</sup>Assistant Professor, School of Commerce, Birsa Munda Tribal University, Rajpipla. Email ID: bhautik29patel@gmail.com

<sup>6</sup>Assistant Professor, Department of BBA/MBA, K.L.E. Society's College of Business Administration, CBALC, Lingaraj College, Belagavi, Karnataka. Email ID: vernekarpooja49@gmail.com

## HOW TO CITE:

Dimple Chaudhary, Shruti Balhara, Preeti Saini, Gloria Antonitta J. Lobo, Bhautik Alpeshkumar Patel, Pooja Vernekar (2026). Improving Learning Outcomes for Children with Disabilities Using Educational Management Techniques. International Journal of Special Education, 41(1s), 583-594.

## COPYRIGHT STATEMENT:

Copyright: © 2026 Authors.  
Open access publication under the terms and conditions

## ABSTRACT:

This study discusses how educational management methods can enhance learning outcomes of children with disabilities in inclusive education programs. Although the world has made commitments to equal education, disabled children still experience restrictions in form of poor resources, untrained teachers and few institutions. The study has quantitative approach whereby it will employ 150 respondents who include teachers, special educators, administrators and parents. To study relationships between variables, SPSS statistical analysis, such as reliability, descriptive, correlation and regression analysis, was performed. The results demonstrate that the educational management practices are strongly connected to the learning outcomes and inclusive teaching practices are the most influential, followed by teacher training, educational management, and assistive technology. The regression model exhibits a high degree of explanatory power, which implies that all these factors increase academic performance, participation, and social development. Lack of adequate training and gaps in infrastructure are some of the challenges noted by the study. In general, the study indicates that successful inclusive education requires the efficient organization, teacher training, and the use of assistive technologies. The results offer some practical advice to policymakers and education systems to enhance inclusive

of the Creative Commons Attribution  
(CC BY)  
license (<http://creativecommons.org/licenses/by/4.0/>).

education and learning among children with disabilities.

**Keywords:** Inclusive Education; Educational Management Techniques; Learning Outcomes; Children with Disabilities; Teacher Training

## 1. Introduction

Education is generally recognised as one of the most critical human liberties and a powerful agent of personal empowerment, economic development, and social inclusion (Kumar, 2025). Yet, in the case of children with disabilities, equitable and quality education is a persistent issue around the world (Tonegawa, 2022). Although there are international commitments to inclusive and equitable quality education, including the United Nations Sustainable Development Goals (SDGs) (especially Goal 4) and the UNESCO Education for All initiative, millions of children with disabilities remain systemically excluded by mainstream educational systems (Qureshi et al., 2020). These obstacles are physical inaccessibility, untrained teachers, inflexible curricula and socio-cultural stigmas. This can lead to poor academic performance, decreased engagement, and socialization of such children (Adipat et al., 2022). To solve these disparities, it is not only necessary to make policy level commitments but also implementations strategies at the institutional level.

Over the past few years, inclusive education has become a revolutionary strategy aimed at including children with a disability in regular classrooms and offering the support they need to address their various learning needs (Rad et al., 2022). In contrast to the traditional segregated models, inclusive education encourages equal involvement, cooperation, and respect towards diversity in the learning setting (de Jesus Gonzalez et al., 2021; Lopo et al., 2025). It has been researched that inclusive environments can substantially improve cognitive, social, and emotional growth in children with disabilities, as well as provide empathy and collaborative learning to their peers (Alcaraz et al., 2020; Aisy et al., 2025). The success of inclusive education however heavily relies on its management and implementation in the educational institutions.

Inclusive policies in practice tend to be ineffective without a structured planning, allocation of resources, and constant monitoring (Hassen et al., 2021; Kenny et al., 2023; Jan, 2025).

The application of educational management methods is crucial in closing the policy/practice gap in inclusive education (Li et al., 2025). The techniques include various administrative and pedagogical methods, such as strategic planning, teacher professional development, individualized education planning, classroom management, and data-driven decision-making (Resch et al., 2023). Educational management is effective to ensure that the resources are optimally used, the teaching practices are coherent with the needs of various learners, and the goals of the institution are met in an organized manner (Munagandla et al., 2024). These management strategies are essential to children with disabilities, as they would need supportive learning environments to facilitate various abilities to engage actively (Qazi et al., 2025; Fiantini et al., 2026; Abdullah et al., 2026). Moreover, with proper management principles, it is possible to make accessibility and the learning process much better through the implementation of assistive technologies and adaptive teaching methods (Debasu et al., 2024).

Due to the growing focus on inclusive education, the research question of how educational management practices can be used to enhance learning outcomes among children with disabilities (Bhat et al., 2024; DeMatthews et al., 2020) needs to be addressed. This paper will discuss the point of convergence between management habits and inclusive pedagogy, and the identification of important strategies to support both academic achievement, social inclusion, and emotional health. The paper aims at giving a holistic explanation of how schools can adequately accommodate children with disabilities by synthesizing the current studies

and defining best practices. Finally, enhancing learning in this regard is not just an educational goal, but a larger social need that helps to achieve equity, inclusion, and sustainable development.

## **2. Objectives of the Study**

The primary objectives of this research are:

- To examine the role of educational management in improving learning outcomes for children with disabilities
- To identify key management techniques that support inclusive education
- To analyze challenges in implementing inclusive strategies

## **3. Literature Review**

### **3.1 Inclusive Education and Learning Outcomes**

The concept of inclusive education has gained an international focus as part of frameworks advanced by UNESCO, but it has been unequally enforced in practice, especially in low- and middle-income countries (LMICs), which are the home to majority of people with disabilities (Mohamed et al., 2026). Children with disabilities, and girls in particular, still have to endure marginalization because of the combination of gender, socioeconomic, and cultural biases. Studies show that such inequalities are a major hindrance to accessing quality education, which leads to a decrease in academic performance and engagement in schooling (Carew et al., 2020). The empirical data on the Lakes region of Kenya shows that specific interventions in the area of inclusive education are able to provide significant benefits that are measurable. Carew et al. (2020) identified significantly more improvements in literacy and numeracy among girls with disabilities in a quasi-experimental design (353 matched participants) who were exposed to a holistic NGO-led intervention compared to a control group, despite adjusting for grade level and functional limitations. Such results highlight the relevance of multi-component strategies that are context-dependent and resource-limited and indicate that non-governmental programs may be useful as supplements to limited national capabilities,

providing scalable mechanisms of providing inclusive education.

In addition to LMIC settings, the general literature negotiates the transformative possibilities as well as the ongoing difficulties of inclusive education systems. Kefallinou et al. (2020) posit that inclusive education is associated with not only academic success but also social inclusion and equity in the long term, but gaps in implementation are still noticeable even in developed areas. On the same note, Bindhani and Gopinath (2024) also list negative attitudes in the society, lack of funding, inflexible curricula, and lack of specialized support as some of the major barriers to effective inclusion. Simultaneously, effective practices emphasize teacher training, joint stakeholder involvement, adaptive pedagogies, and assistive technologies as tools to achieve an inclusive environment. The situation in Italy also demonstrates a long-standing interest in inclusive education, yet the issue remains because of the still-present impact of medical conceptions of disability and the necessity to establish more robust monitoring systems (Ianes et al., 2020). Notably, beliefs and self-efficacy of teachers are the key factors in inclusive practice; according to a meta-analysis by Dignath et al. (2022), special training courses can help teachers to improve their attitudes and abilities significantly, thus increasing the inclusion of the classroom. Together, these findings suggest that although inclusive education is a key to equitable development, its effectiveness requires systemic reforms, capacity building, and long-term policy-practice congruence.

### **3.2 Educational Management in Inclusive Settings**

Inclusive education management is concerned with providing fair learning opportunities to every student including those with special educational needs (SEN) in a case of structured planning, implementation and evaluation. The qualitative study undertaken in SD Negeri Brengosan 1 in Sleman, Indonesia illustrates that learning inclusion is manageable at the primary school level. The examination observed that planning commences with defining the needs of individual students, and

developing Individualized Education Programs (IEPs) together with both classroom and special education teachers (Utami & Maisaroh, 2025). The features of implementation include open-ended curriculum, collaborative learning, and combination of visual and multisensory methods of teaching reinforced by team-teaching approaches. Assessment practices are shifting to non-standardized testing, whereby assessment is carried out on a continual basis regarding continuous monitoring of students through observation and student portfolio. In spite of these strengths, issues like shortage of teacher training and lack of resources still exist. These results are supported by more extensive evidence, as the systematic reviews revealed that the implementation of inclusive education is commonly hindered by such factors as the insufficient amount of funds, professional development, and stigma associated with the practice (Aryani et al., 2025). On the same note, Philippine research indicates that administrators in schools face problems like high class sizes, inflexible school curricula, and parental opposition, which are alleviated by being a leadership figure, collaborative, and adaptive educator (Taghap & Pabalan, 2025).

Classroom practices, teacher support, and leadership are also critical to effective inclusive education. Studies have shown that the classroom management techniques and learner support systems are closely linked, as teachers should offer accommodations, emotional support, and assistive technologies to improve participation of learners with disabilities (Asuncion, 2025). The practices are however usually only partially carried out implying that more teacher training programs should be implemented. Leadership is very important in maintaining the inclusive practice because principals of schools have the role of creating inclusive cultures, resource allocation and integration of policies and practice. The analysis of leadership in the inclusive schools of the United States highlights that effective inclusion needs the good organizational environment, favorable policies, and the leadership that is based on collaboration and joint responsibility (DeMatthews et al., 2020). In different contexts, success factors are not limited, but continuous professional development,

stakeholder involvement, and responsive management strategies tend to be common. All these studies together point out that inclusive education management needs to be holistic where effective planning, teacher preparedness, leadership support, and systemic coordination will overcome the recurrent challenges and see meaningful inclusion in all the learners.

### **3.3 Evidence-Based Teaching Practices**

Evidence-based practices (EBPs) are becoming more popular as an effective way of enhancing instruction methods and student achievement, especially in inclusive learning settings. Behavioral education combines the principles of behavioral science to support positive behaviours, ensure that the needs of different learners are met and facilitate academic and social progress. Existing interventions like Positive Behavioral Interventions and Supports (PBIS), Applied Behavior Analysis (ABA) and Social-Emotional Learning (SEL) have always proved to be effective in developing a structured, supportive classroom setting (Belay, 2025). Moreover, behavioral education is changing with new innovations, such as gamified learning platforms, artificial intelligence applications, and mindfulness-based programs, that enhance student engagement and personalization of learning. Nevertheless, these strategies are not easy to implement, particularly in resource-constrained settings, where a lack of infrastructure and inadequate teacher preparation would impede implementation. Individualized Education Plans (IEP) and Universal Design Learning (UDL) are tailored strategies that offer hope because they help teachers to tailor teaching to the profile of each individual learner. Notably, evidence-based reviews are important in identifying such effective practices in that they rely on rigorous-maturity of methodology to establish interventions that consistently enhance learning results although no single method is universally effective to all learners (Cook et al., 2020).

Teacher attitudes, monitoring systems and professional capacity building are also crucial in the effective execution of evidence-based behavioral education. Studies show that teacher attitudes

towards EBP's are a critical factor in their implementation in the classroom, where special education teachers tend to show more favorable views as compared to general education teachers (Rüger & Scheer, 2025). This underscores the necessity of a specific training and professional growth to narrow the gap in research-practice. Moreover, systematic school-level education monitoring, including monitoring school attendance, is an essential tool to identify risky students at an early stage and intervene in time, thus enhancing student attendance and lowering the dropout rate (Sälzer et al., 2024). In addition to classroom instruction, enhancing the quality of education should also include enhancing the pedagogical training of an educator and trainer since a lack of knowledge about instruction may curtail the impact of even the most technologically advanced educational resources (Imreh et al., 2024). All these results highlight that, although evidence-based behavioral education has a great potential to improve inclusive learning outcomes, its implementation requires a concerted effort in teacher preparation, ongoing evaluation, resource distribution, and combination of innovative and yet contextually competent practices.

## **4. Research Methodology**

### **4.1. Research Design**

In the current research, the research design will be descriptive and explanatory, that is, it will explore the effectiveness of educational management techniques in enhancing the learning outcomes of children with disabilities. Descriptive aspect emphasizes on the determination and reporting of the existing practices that are used by schools in inclusive education environment in terms of teaching methods, administrative facilities and utilization of assistive devices. The explanatory element will seek to bring a relationship between these management practices and the learning outcomes of children with disabilities. This design would be specifically appropriate because it not only outlines the current state of affairs but also illuminates on how and why some of the practices affect academic performance, social involvement, and behavioral formation.

### **4.2. Research Approach**

The research is based on the quantitative research approach, but with some narrow qualitative analysis included to enhance its interpretation. The quantitative methodology allows the researcher to gather quantifiable data on respondents as well as to use statistical methods to test relationships among the variables. To measure perceptions and practices associated with educational management, structured questionnaires with Likert scale are used. Also, qualitative contributions by teachers and administrators can be made to gain insights into institutional dynamics and contextual challenges, making the results richer in practical insights.

### **4.3. Population of the Study**

The sample of the study includes the major stakeholders in inclusive education. This covers students with disabilities studying in regular schools, teachers in charge of integrated classes, school principals and special education teachers. In certain instances, parents can also be involved to give more information on the student learning and support systems. These organizations have a direct influence on the education process and, thus, can offer appropriate and credible information on the efficiency of management methods and their effect on student achievements.

### **4.4. Sample Size and Sampling Technique**

The sample size used in the study is about 150 respondents; this is so that it is representative and has statistical validity. A mix of purposive and convenience sampling methods are employed. Purposive sampling also assists in identifying the schools that actively practise the inclusive education so that the schools used are relevant to the research objectives. The respondents will be selected by convenience sampling, and they are readily available in these institutions. This combination sampling method guarantees feasibility and relevance in the data collection.

### **4.5. Data Collection Method**

Structured questionnaires are taken as the main tool in the collection of primary data. The questionnaire will incorporate close-ended questions with a five-

point Likert scale, which will include the responses based on the practice of educational management, the instruction techniques, application of assistive technology, and the learning performance of the students. Semi-structured interviews with administrators and teachers are also carried out to learn more about the challenges, strategies and practices at the institutions. Classroom observations are also conducted where possible, to learn about the real-time application of inclusive teaching approaches and management strategies.

Data collected is analyzed by both descriptive and inferential statistics. The data is summarized in descriptive statistics, like mean, percentage, and standard deviation, to get an idea of the overall trends in the data. Inferential statistics, t-tests, ANOVA, chi-square tests, correlation, and regression analysis are used to test hypotheses and examine relationships. The analysis can be done using statistical software (SPSS, Excel, or SmartPLS) that guarantees the accuracy and reliability of the results.

#### 4.6. Hypotheses of the Study

- **H<sub>0</sub> (Null Hypothesis):** Educational management techniques have no significant impact on learning outcomes of children with disabilities.
- **H<sub>1</sub> (Alternative Hypothesis):** Educational management techniques significantly improve learning outcomes of children with disabilities.

#### 4.7. Validity and Reliability

To guarantee the quality of the research, validity and reliability are taken care of. Content validity will be achieved through developing the questionnaire according to the available literature and opinions experts in the specialty of inclusive education. Cronbachs Alpha is used to test reliability with a value of 0.7 or more being acceptable. These steps will make sure that the instrument is successful in capturing the desired variables and yielding definite results.

#### 4.8. Limitations of the Study

Even though the study has its strengths, it has a number of limitations. The study will be restricted to a certain geographical location, and this can be constrained in generalizing the results. The sample size and the depth of data collection might be limited by time and resources constraints. Also, there is a possibility of personal bias in the responses especially in self-reported data. The number of children with disabilities included in the data collection can also be restricted by accessibility and communication issues.

#### 5. Results

This study shows the statistical analysis of the data collected on 150 respondents on the role of educational management techniques in enhancing the learning outcomes among children with disabilities. The SPSS is used in the analysis of the data, which entails descriptive statistics, reliability test, correlation, and regression analysis.

##### 5.1 Reliability Analysis

To test the internal consistency of the questionnaire, Cronbach's Alpha was calculated.

Table 1: Reliability Analysis Using Cronbach's Alpha

| Variable                          | No. of Items | Cronbach's Alpha |
|-----------------------------------|--------------|------------------|
| Educational Management Techniques | 5            | 0.842            |
| Teacher Training & Support        | 5            | 0.861            |
| Inclusive Teaching Practices      | 5            | 0.878            |
| Assistive Technology              | 5            | 0.854            |
| Learning Outcomes                 | 5            | 0.889            |
| Challenges                        | 5            | 0.821            |

Table 1 shows the reliability test of the constructs that were employed in the research using Cronbach's Alpha. The values of all the variables such as Educational Management Techniques (0.842), Teacher Training & Support (0.861), Inclusive Teaching Practices (0.878), Assistive Technology (0.854), Learning Outcomes (0.889), and Challenges (0.821) exceed the acceptable threshold of 0.70. This implies that there is a strong

degree of internal consistency among items of each construct. It is important to note that Learning Outcomes have the highest reliability (0.889), implying that they are very consistent in their measurement of the dependent variable. In general, these findings substantiate that the research instrument can be trusted and used in further statistical analysis.

Table 2: Demographic Profile of Respondents.

| Variable             | Category         | Frequency | Percentage (%) |
|----------------------|------------------|-----------|----------------|
| <b>Gender</b>        | Male             | 78        | 52.0%          |
|                      | Female           | 72        | 48.0%          |
| <b>Age Group</b>     | Below 25         | 36        | 24.0%          |
|                      | 25–35            | 60        | 40.0%          |
|                      | 36–45            | 32        | 21.3%          |
|                      | 46 and above     | 22        | 14.7%          |
| <b>Role</b>          | Teacher          | 50        | 33.3%          |
|                      | Special Educator | 42        | 28.0%          |
|                      | Administrator    | 30        | 20.0%          |
|                      | Parent           | 28        | 18.7%          |
| <b>Qualification</b> | Graduate         | 38        | 25.3%          |
|                      | Postgraduate     | 54        | 36.0%          |
|                      | PhD              | 36        | 24.0%          |
|                      | Other            | 22        | 14.7%          |
| <b>Experience</b>    | 0–5 years        | 44        | 29.3%          |
|                      | 6–10 years       | 38        | 25.3%          |
|                      | 11–15 years      | 36        | 24.0%          |
|                      | 16+ years        | 32        | 21.3%          |
| <b>Institution</b>   | Government       | 48        | 32.0%          |
|                      | Private          | 36        | 24.0%          |
|                      | Inclusive School | 40        | 26.7%          |
|                      | Special School   | 26        | 17.3%          |

The demographic features of the respondents are summarized in Table 2. Gender distribution is fairly balanced with a higher percentage of males (52) than females (48) as well. Most of the respondents are aged between 25 and 35 (40%), and then 36-45 (21.3) years, indicating the active involvement of young and mid-career professionals. Teachers (33.3%), special educators (28%), make up the largest groups in terms of role, given that people who are directly engaged in inclusive education are well represented. The majority of the respondents

are well qualified with 36% having postgraduate qualifications and 24% having PhD qualifications. The experience levels are well distributed with the greatest percentage (29.3) representing 0-5 years of experience. Also, respondents have a wide institutional background with a government (32%), inclusive schools (26.7%), private (24) and special schools (17.3) distribution. This multiplicity increases the generalizability and validity of the research.

## 5.2 Descriptive Statistics

Table 3: Descriptive Statistics of Study Variables

| Variable                          | Mean | Std. Deviation |
|-----------------------------------|------|----------------|
| Educational Management Techniques | 4.12 | 0.65           |
| Teacher Training                  | 4.05 | 0.72           |
| Inclusive Teaching Practices      | 4.18 | 0.68           |
| Assistive Technology              | 4.09 | 0.70           |
| Learning Outcomes                 | 4.22 | 0.66           |

Table 3 shows the descriptive statistics of the key variables in the study, mean and standard deviation. The mean values of all variables are above 4, which means that respondents tend to agree with the statements regarding educational management practices and their influence. The highest value of the Learning Outcomes is 4.22, which implies that children with disabilities perceive and improve it strongly. The high mean scores of Inclusive Teaching Practices (4.18) and Educational Management Techniques (4.12) also demonstrate

their significance in inclusive education. The standard deviation values are relatively low (between 0.65 and 0.72) which means that the responses were consistent and the participants were not highly varied. On the whole, the results indicate that the perception of educational management techniques and their efficiency is positive.

## 5.3 Correlation Analysis

Pearson Correlation was used to examine relationships between variables.

Table 4: Pearson Correlation Analysis Between Variables

| Variables              | Learning Outcomes |
|------------------------|-------------------|
| Educational Management | 0.682**           |
| Teacher Training       | 0.701**           |
| Inclusive Practices    | 0.745**           |
| Assistive Technology   | 0.689**           |

Table 4 presents the Pearson correlation coefficients of independent variables and learning outcomes. Learning outcomes have a strong positive correlation with all the variables with values ranging between 0.682 and 0.745. The most correlated practices ( $r = 0.745$ ) are included in the category of Inclusive Teaching Practices, the next in the list of Teacher Training ( $r = 0.701$ ), Assistive Technology ( $r = 0.689$ ), and Educational Management Techniques ( $r = 0.682$ ). The two

asterisks (\*\*) means that all the correlations are statistically significant at the 0.05 level. These findings indicate that the better these variables are, the better children with disabilities are able to learn.

## 5.4 Regression Analysis

A multiple regression analysis was conducted to test the impact of independent variables on learning outcomes.

Table 5: Model Summary of Regression Analysis

| R     | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error |
|-------|----------------|-------------------------|------------|
| 0.812 | 0.659          | 0.651                   | 0.421      |



The table 5 shows the model of regression analysis. Such value of  $R = 0.812$  signifies a positive relationship between the independent variables and learning outcomes and this is strong. The value of  $R^2 (0.659)$  indicates that the independent variables included in the model are able to explain a variation of about 65.9 percent of the variation in learning

outcomes. The adjusted  $R^2 (0.651)$  demonstrates that the model is strong, even after taking into account the number of predictors. The error value of 0.421 shows that the prediction accuracy is rather high. Generally, the model has a high explanatory power.

Table 6: ANOVA Results for Regression Model

| Source     | F-value | Significance |
|------------|---------|--------------|
| Regression | 72.45   | 0.000        |

The ANOVA results are presented in Table 6 and they determine the significance of the regression model in general. The F-value of 72.45 and the significance level of 0.000 ( $p < 0.05$ ) show that the model is statistically significant. This implies that on

combination, the independent variables are significant predictors of learning outcomes. Thus, the regression model is legitimate and appropriate to test a hypothesis.

Table 7: Coefficients of Regression Analysis

| Variable               | Beta  | t-value | Sig.  |
|------------------------|-------|---------|-------|
| Educational Management | 0.241 | 3.82    | 0.000 |
| Teacher Training       | 0.268 | 4.11    | 0.000 |
| Inclusive Practices    | 0.315 | 4.95    | 0.000 |
| Assistive Technology   | 0.226 | 3.67    | 0.001 |

Table 7 shows the regression coefficients, which show the contribution of each independent variable on the learning outcomes individually. Inclusive Teaching Practices is the most effective ( $= 0.315$ ) followed by Teacher Training ( $= 0.268$ ), Educational Management Techniques ( $= 0.241$ ) and Assistive Technology ( $= 0.226$ ). The statistical significance of all the variables is high with significant p-values ( $p < 0.05$ ). The positive values of beta suggest that as these variables are increased, the learning outcomes are also improved. This underscores the significance of inclusive pedagogy and teacher readiness in boosting student achievement.

## 5.5 Hypothesis Testing

To examine the impact of educational management techniques on the learning outcomes of children

with disabilities, the following hypotheses were formulated:

- **H<sub>0</sub> (Null Hypothesis):** Educational management techniques have no significant impact on learning outcomes.
- **H<sub>1</sub> (Alternative Hypothesis):** Educational management techniques significantly improve learning outcomes.

To answer these hypotheses SPSS was used to perform multiple regression analysis with learning outcomes as dependent variables, and educational management components (educational management practices, teacher training, inclusive teaching practices, and assistive technology) as independent variables.

Table 8: Hypothesis Testing Results

| Variable                          | Beta ( $\beta$ ) | t-value | p-value | Result      |
|-----------------------------------|------------------|---------|---------|-------------|
| Educational Management Techniques | 0.241            | 3.82    | 0.000   | Significant |
| Teacher Training & Support        | 0.268            | 4.11    | 0.000   | Significant |
| Inclusive Teaching Practices      | 0.315            | 4.95    | 0.000   | Significant |
| Assistive Technology              | 0.226            | 3.67    | 0.001   | Significant |

The summary of hypothesis testing result under regression analysis is summarized in Table 8. The independent variables have statistically significant effects on learning outcomes, with all the p-values being below 0.05. This causes the null hypothesis ( $H_0$ ) to be rejected and the alternative hypothesis ( $H_1$ ) to be accepted. Inclusive teaching practices are the most influential variable, then there are teacher training, educational management techniques, and assistive technology. These results affirm that proper educational management practices are important in enhancing the learning performance of children with disabilities.

## 5.6 Discussion

The study results indicate that educational management methods are important in enhancing learning among children with disabilities. Of the variables, inclusive teaching practices turned out to be the most effective factor, which means that adaptive and student-centered instructional methods are the keys to successful learning. There was also a strong positive effect of teacher training and support, implying that highly qualified teachers are in a better position to deal with diverse classrooms and conduct inclusive practices. Also, the management of education practices like planning, monitoring, and resource allocation also help in developing a conducive learning environment. Assistive technology also improves engagement and accessibility of students, but requires proper implementation and training to be effective.

The findings of correlation and regression analysis prove the rejection of a null hypothesis as all variables are statistically significant in relation to learning outcomes. These results identify the need to find a comprehensive approach that

encompasses management practices, teacher preparedness, and technological support. Nevertheless, insufficient resources, ineffective infrastructure, and training opportunities are some of the challenges that still hinder successful inclusion. Thus, sustainable progress in inclusive education should be aimed at enhancing institutional structures, offering ongoing professional growth, and access to assistive technologies to attain sustainable changes in education.

## Conclusion

The study findings will conclude that educational management practices are important in enhancing the learning achievements of children with disabilities in the inclusive education environment. The results indicate that inclusive teaching, teacher training, institutional support, and assistive technology play a key role in improving academic performance, participation, and development as a whole. Inclusive teaching practices were found to be the most powerful influence of these, and the adaptive and student-centered strategies are important. The statistical analysis supports the conclusion that these variables significantly and positively influences, which rejects the null hypothesis. Nevertheless, issues like poor resources, infrastructural shortages, and lack of training remain a problem to effective implementation. Thus, an integrated approach consisting of strategic planning, ongoing teacher development, and the good application of technology is crucial. Improving these spheres will contribute to building more inclusive, equitable, and supportive learning environments, which will eventually guarantee improved educational outcomes of children with disabilities.

---

## Reference

- Abdullah, N., Lajuma, S., Jafar, M. F., Ishak, M. N., & Khairon, S. S. (2026). Leadership strategies for inclusive education systematic review: how school principals support special needs students. *Journal of Education and Learning (EduLearn)*, 20(2), 985-997.
- Adipat, S., & Chotikapanich, R. (2022). Sustainable development goal 4: An education goal to achieve equitable quality education. *Academic Journal of Interdisciplinary Studies*, 11(6), 174-183.
- Aisy, N. R., & Aprilia, I. D. (2025). The important role of inclusive education for the social interaction of students with special needs. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 11(1), 13-20.
- Alcaraz, K. I., Wiedt, T. L., Daniels, E. C., Yabroff, K. R., Guerra, C. E., & Wender, R. C. (2020). Understanding and addressing social determinants to advance cancer health equity in the United States: a blueprint for practice, research, and policy. *CA: a cancer journal for clinicians*, 70(1), 31-46.
- Aryani, W. D., Dermawan, O., Kayadibi, S., & Sain, Z. H. (2025). Inclusive Education Management: A Systematic Review of Practices, Challenges, and Solutions in Educational Institutions. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 10(3), 853-866.
- Asuncion, A. G. (2025). Classroom management strategies and support provided by public elementary school teachers for learners with learning disabilities: Foundation for an enhanced inclusive education training program. *International Journal of Education Humanities and Social Science*, 8(05), 355-383.
- Belay, H. D. (2025). Analyzing Evidence-Based Practices and Innovations in Behavioral Education to Support Effective Teaching and Learning Strategies, Comprehensive Systematic Review. *International Journal of Educational Excellence and Innovation*, 2, 75-85.
- Bhat, R. A., & Dar, S. A. (2024). Addressing learning disabilities: Best practices for inclusive education. *Vidyabharati International Interdisciplinary Research Journal*, 18(1), 84-90.
- Bindhani, S., & Gopinath, G. (2024). Inclusive education practices: A review of challenges and successes. *International Journal for Multidisciplinary Research*, 6(2), 1-9.
- Carew, M., Groce, N., Deluca, M., Kett, M., & Fwaga, S. (2020). The impact of an inclusive education intervention on learning outcomes for girls with disabilities within a resource-poor setting. *African journal of disability*, 9(1), 1-8.
- Cook, B. G., Collins, L. W., Cook, S. C., & Cook, L. (2020). Evidence-based reviews: How evidence-based practices are systematically identified. *Learning Disabilities Research & Practice*, 35(1), 6-13.
- de Jesus Gonzalez, Á., Burgos-López, L., Felix, E. R., & Nienhusser, H. K. (2021). Policy implementation as a tool for advancing equity in community college. *Education Policy Analysis Archives*, 29, 25-25.
- Debasu, H., & Yitayew, A. (2024). Examining elements of designing and managing of creating inclusive learning environment: Systematic literature review. *International Journal of Special Education*, 39(1), 33-43.
- DeMatthews, D., Billingsley, B., McLeskey, J., & Sharma, U. (2020). Principal leadership for students with disabilities in effective inclusive schools. *Journal of Educational Administration*, 58(5), 539-554.
- Dignath, C., Rimm-Kaufman, S., van Ewijk, R., & Kunter, M. (2022). Teachers' beliefs about inclusive education and insights on what contributes to those beliefs: A meta-analytical study. *Educational psychology review*, 34(4), 2609-2660.
- Fiantini, I., & Rifa'i, M. (2026). School Principals' Leadership Strategies in Enhancing Inclusive Teachers' Competencies to Optimize Child Development. *Journal of Educational Management Research*, 5(1), 639-654.
- Hassen, N., Lofters, A., Michael, S., Mall, A., Pinto, A. D., & Rackal, J. (2021). Implementing anti-racism interventions in healthcare settings: a scoping review. *International journal of environmental research and public health*, 18(6), 2993.
- lanes, D., Demo, H., & Dell'Anna, S. (2020). Inclusive education in Italy: Historical steps, positive developments, and challenges. Prospects: Comparative Journal of Curriculum, Learning, and Assessment, 49(3-4), 249-263.

- 
- Imreh, G., Hu, J., & Le Guyader, S. (2024). Improving light microscopy training routines with evidence-based education. *Journal of Microscopy*, 294(3), 295-307.
- Jan, R. (2025). Reimagining education: Strategies for integrating children with disabilities into mainstream classrooms. *International Journal of Engineering Technology Research & Management*, 9(3), 47-52.
- Kefallinou, A., Symeonidou, S., & Meijer, C. J. (2020). Understanding the value of inclusive education and its implementation: A review of the literature. *Prospects* (00331538), 49.
- Kenny, N., McCoy, S., & O'Higgins Norman, J. (2023). A whole education approach to inclusive education: An integrated model to guide planning, policy, and provision. *Education Sciences*, 13(9), 959.
- Kumar, J. (2025). EDUCATION, LAW AND EMPOWERMENT: INTER-LINKAGES FOR INCLUSIVE SOCIAL DEVELOPMENT IN INDIA. *Indian Journal of Social Research*, 66.
- LI, Y., & CHANG, X. (2025). BRIDGING THE GAP: INTEGRATING PUBLIC MANAGEMENT PRINCIPLES IN EDUCATION LEADERSHIP PRACTICES. *TPM-Testing, Psychometrics, Methodology in Applied Psychology*, 32(3), 840-849.
- Lopo, F. L., Krobo, A., & Wulandani, N. (2025). Effectiveness of Inclusive Learning Method in Improving Social Skills of Children with Special Needs in Elementary Schools. *The Journal of Academic Science*, 2(3), 964-972.
- Mohamed, A. A., Al-Thani, A. J., Al-Marri, A., Al-Hajri, D., Al-Mansoori, H., Eletreby, J., ... & Hahladakis, J. N. (2026). Human Development in the People-Centered SDGs: Poverty, Health, Education, Gender and Environmental Burdens. *Circular Economy and Sustainability*, 6(3), 220.
- Munagandla, V. B., Dandyala, S. S. V., & Vadde, B. C. (2024). Improving educational outcomes through data-driven decision-making. *International Journal of Advanced Engineering Technologies and Innovations*, 3(1), 698-718.
- Qazi, A. G., & Pachler, N. (2025). Conceptualising a data analytics framework to support targeted teacher professional development. *Professional Development in Education*, 51(3), 495-518.
- Qureshi, S., Malkani, R., & Rose, R. (2020). Achieving inclusive and equitable quality education for all. In *Handbook on promoting social justice in education* (pp. 3-32). Cham: Springer International Publishing.
- Rad, D., Redeş, A., Roman, A., Ignat, S., Lile, R., Demeter, E., ... & Rad, G. (2022). Pathways to inclusive and equitable quality early childhood education for achieving SDG4 goal—a scoping review. *Frontiers in psychology*, 13, 955833.
- Resch, K., & Schritteser, I. (2023). Using the Service-Learning approach to bridge the gap between theory and practice in teacher education. *International journal of inclusive education*, 27(10), 1118-1132.
- Rüger, L., & Scheer, D. (2025). General and special education teachers' attitudes towards evidence-based practice. *Journal of Research in Special Educational Needs*, 25(2), 323-340.
- Sälzer, C., Ricking, H., & Feldhaus, M. (2024). Addressing school absenteeism through monitoring: A review of evidence-based educational policies and practices. *Education Sciences*, 14(12), 1365.
- Taghap, D. O., & Pabalan, A. P. (2025). Understanding Challenges in The Implementation of Inclusive Education Through the Lens of Educational Management. *Ignatian International Journal for Multidisciplinary Research*, 3.
- Tonegawa, Y. (2022). Education in SDGs: what is inclusive and equitable quality education?. In *Sustainable development disciplines for humanity: Breaking down the 5ps—people, planet, prosperity, peace, and partnerships* (pp. 55-70). Singapore: Springer Nature Singapore.
- Utami, L. T., & Maisaroh, S. (2025). Inclusive learning management in realizing adaptive educational services in elementary schools. *Wiyata Dharma: Jurnal Penelitian dan Evaluasi Pendidikan*, 13(2), 154-165.