

Strategic Educational Management Practices for Inclusive Learning Environments: Enhancing Academic Outcomes and Institutional Effectiveness in Special Education

Dr. Nisha Agarwal¹, Subhrajyoti Nayak², Dr. Anusuya C³, Dr. Shailesh Shantinath Bansode⁴, Dr. Santosh Vasant Savdekar⁵, Dr. Himanshu Gupta⁶

¹Professor Department of Management Studies, School of Business Management, IFTM University, Moradabad, India

E-mail Id: dr.nishaagarwal123@gmail.com, Orcid Id: 0000-0001-7242-9242

²Research Scholar, Department of Education, Central University of Odisha, Sunabeda, Koraput-763004, Odisha, India

E-mail Id: subhrajyotinayak2016@gmail.com, Orcid id: 0009-0006-1172-0689

³Assistant Professor, Department of Commerce, Kalasalingam Business School, Kalasalingam Academy of Research and Education (KARE), Krishnankoil. E-mail Id: dranusuya@gmail.com

⁴Assistant professor psychology, Department of Psychology, Gov. college of Arts and Science, Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajnagar-431005, E-mail Id: shaileshbansode67@gmail.com

⁵Assistant professor, Department of Psychology, Specialization in General Psychology, Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajnagar-431001 E-mail Id: santoshpsy2022@gmail.com, Orcid Id: 0000-001-8910-6570

⁶Professor, Department of Management Studies, School of Business Management, IFTM University, Moradabad, E-mail Id: himanshugupta6@gmail.com, Orcid Id: 0000-0003-3566-0896

HOW TO CITE:

Nisha Agarwal, Subhrajyoti Nayak, Anusuya C, Shailesh Shantinath Bansode, Santosh Vasant Savdekar, Himanshu Gupta (2026). Strategic Educational Management Practices for Inclusive Learning Environments: Enhancing Academic Outcomes and Institutional Effectiveness in Special Education. International Journal of Special Education, 41(13s), 121-131

COPYRIGHT STATEMENT:

Copyright: © 2026 Authors.
Open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

ABSTRACT:

Inclusive education requires strategic educational management practices that support diverse learners, strengthen institutional effectiveness, and improve academic-outcome orientation in special education contexts. This study examined administrator-reported management practices associated with inclusive learning environments using the 2024 Administrator Core District Consolidated Survey Data from the Tennessee Department of Education. A quantitative cross-sectional secondary data analysis was conducted across four administrator respondent groups: all administrators, early career administrators, assistant principals, and principals. Composite indices were developed for strategic management practices, inclusive learning environment, academic-outcome orientation, and institutional effectiveness. Descriptive statistics, reliability analysis, correlation analysis, and regression-style modelling were used to examine relationships among constructs. The All-Administrators sheet provided the primary analytic base, including 6,399 rows, 81 districts, and 79 survey items. Institutional effectiveness showed the highest mean score (75.7), followed by strategic management practices (70.9), inclusive learning environment (56.7), and academic-outcome orientation (52.0). Strategic management practices demonstrated excellent reliability (Cronbach's alpha = 0.933) and were very strongly associated with institutional effectiveness ($r = 0.916$). The regression-style model explained 88.0% of the variance in

institutional effectiveness. Findings indicated that district vision, leadership support, implementation guidance, instructional leadership preparation, spending alignment, and student-support structures were central institutional mechanisms for inclusive educational management.

Keywords: Inclusive education, strategic educational management, special education, institutional effectiveness, academic-outcome orientation

1. Introduction

With the growing expectation that schools provide equal opportunities for learning to students with a wide range of academic, social, emotional, and developmental needs, inclusive education has now become a key feature of the current educational management. Creating inclusive learning environments does not mean that a student with special needs is simply placed in a general education classroom; it means that all of the institutional practices are coordinated to be inclusive, to include access, participation, support, and meaningful learning for all, including students receiving special education services. Inclusion is particularly useful because it can help improve educational equity, marginalisation, and social and academic engagement of those who have been underrepresented in a traditional school-based education system (Kefallinou, 2020).

School leadership/managers play a pivotal role in the implementation of inclusive education. The district-level administrators and principals are important to how inclusive policies are enacted into school practice, in areas such as planning for resources, learning, professional development, and student supports. Inclusive school cultures, teacher support, coordination of specialized services, and consideration of the needs of those students who may require additional support are all important for students with disabilities to receive effective leadership (DeMatthews et al., 2020). Educational management is thus at the heart of the efficacy of special education, from which the roles of the teacher and the school community emerge.

Strategic educational management in inclusive environments is intentional coordination of

leadership, instructional planning and design, budgets, professional learning, family engagement, and student supports. The relevance of transformational leadership is particularly pertinent in inclusive schools, where administrators must be able to engage with diversity, embrace technology, and foster collaboration and institutional development that promotes equity in practice (Assefa & Mujtaba, 2025). Administrative leadership needs to adapt to a new style of special education administration that goes beyond ensuring compliance to creating a proactive system that enhances institutional effectiveness and inclusion.

Differentiation and individualization are also crucial aspects of inclusive learning. The instructional methods and support for students with special educational needs are flexible and responsive to the needs of the individual student, and provide opportunities for individualized learning. To implement inclusion, it is necessary to adjust instruction to the diversity of students, not having all students access the same pedagogical structures (Lindner & Schwab, 2025). This further demonstrates the importance of management to assist teachers in planning, implementing, and assessing differentiated instruction.

Although the concept and idea of inclusion are broadly accepted, there are still issues in the field in terms of concepts and methodologies. However, there are multiple levels of inclusive education research; some of which have focused on the right to inclusive education and access; others on inclusive education achievement; and others on inclusive education social participation, inclusive education teacher practice, or inclusive education institutional policy (Norwich, 2022).

Such a variety makes it challenging to define what inclusion is when it comes to what's effective. The view of inclusion through student placement or achievement is not the only one that should be considered when discussing inclusion in the context of educational management research; institutional conditions that allow for meaningful inclusion should also be taken into account.

Despite the efforts made, there are still challenges that continue to affect special needs education, such as a lack of resources, a deficiency in teacher training, poor infrastructure, inadequate teacher support, and a policy-to-practice gap (Uzor & Ushie, 2023). The problems reflect the idea that inclusive education cannot be detached from institutional effectiveness. When there are no clear leadership, resource planning, and professional support in a school, it can be very difficult to deliver services that are cohesive and consistent for students with disabilities, even if it is included in the school's policy commitments.

One issue that has long been a problem in inclusive education is determining whether the system is for all learners or for a specific group of children with identified needs. Institutions should have a wide educational design to cater to diversity throughout the student population instead of having special education as a separate and peripheral concern (Leijen et al, 2021). This view shifts the focus of inclusive education to a broader question of whole-school management, rather than one of special education provision.

In the 21st century, inclusive education has become more urgent in order to meet the demands of society, technological advancement, and awareness of the diversity of learners that emerges in schools. While inclusive education offers opportunities for equity and innovation, it also poses challenges for its implementation, teacher preparedness, resource allocation, and sustainability (Wasila et al., 2024). These circumstances call for a study of the reported practices by administrators, as indicators of institutional readiness for inclusion.

Social interaction and dialogue are also key factors for students with special educational needs or disabilities. It is not only academic

participation that is fostered in inclusive environments, but also social development, interaction with peers, communication, and belonging (Fernandez-Villardón et al., 2020). Administrators influence these by setting expectations for collaborative practice, implementing student-support structures, engaging families, and creating a school climate.

Teacher beliefs also have an effect on the effectiveness of the implementation of inclusive education. There is a positive relationship between positive beliefs and willingness to adapt instruction and support diverse learners, and negative beliefs can constrain the quality of implementation (Dignath et al., 2022). These beliefs may be shaped by administrative support, professional development, and institutional culture, and inclusive practice can be enhanced.

It has been noted that there has been a growing interest in inclusive education in the field of children with special educational needs (SEN) around the world, which is reflected in the recent trends in research in this area (Liu & Potmesil, 2025). The present study builds on this literature by investigating administrator-reported institutional mechanisms—strategic educational management practices (SEMP)—that are related to inclusive learning environments, academic-outcome orientation, and institutional effectiveness in special education settings.

Objectives of the study:

1. To examine administrator-reported strategic educational management practices supporting inclusive learning environments.
2. To assess how leadership, resource allocation, and student-support systems relate to academic-outcome orientation.
3. To evaluate the association between inclusive management practices and institutional effectiveness in special education contexts.

2. Methodology

2.1 Study Design

The secondary data used for the quantitative cross-sectional study were administrator-reported survey data. The research focused on the strategic educational management practices

related to inclusive learning environment, academic-outcome orientation, and institutional effectiveness in special education.

2.2 Data Source and Population

The 2024 Administrator Core District Consolidated Survey Data from the Tennessee Department of Education was used for the study. The survey responses were from principals, assistant principals, early career administrators, and administrators. The Tennessee Department of Education (TDOE) gathered information at the institutional level related to leadership, school climate, instructional support, professional learning, resource allocation, budgeting, and student-support systems (2024).

2.3 Variables and Operational Definitions

Leadership support, district support, professional learning, instructional leadership, budgeting, and resource allocation were identified as key strategic educational management practices. School climate, student support, family involvement, collaboration, and IEP-related participation were used to define the characteristics of inclusive learning environments. Academic outcomes were measured as administrator-reported academic-outcome orientation, which consisted of four factors: instructional improvement, tutoring support, intervention, and achievement-focused planning. Operational Support, Resource Adequacy, Evaluation, Leadership Functioning, and District Support were the facets of institutional effectiveness.

2.4 Data Preparation

The relevant sheets, groups of respondents, and survey variables were identified in the workbook. Records with no information, redundant data, non-analytical metadata, and variables with too

many missing values were omitted. Responses were recoded into the format of a Likert scale and were reverse-coded (where appropriate) if the questions were negatively worded. Four strategic management practices, including an inclusive learning environment, academic-outcome orientation, and institutional effectiveness composite indices, were developed.

2.5 Statistical Analysis

Respondent characteristics and domain scores of the survey were summarized using descriptive statistics in Python. Cronbach's alpha was used to check the reliability of the composite indices. The association between management practices, inclusion indicators, academic-outcome orientation, and institutional effectiveness was explored through the use of Python correlation analysis. Multiple linear regression was employed to determine the predictors for inclusive learning environment, academic-outcome orientation, and institutional effectiveness. t-tests, ANOVA, or non-parametric alternatives were used as appropriate to make group comparisons across administrators.

3. Results

3.1 Dataset Profile

Data from the Tennessee Department of Education for the Administrator Core District Consolidated Survey Data 2024 were used for the analysis. All Administrators, Early Career Administrators, Assistant Principals, and Principals were reviewed. The All-Administrators sheet was used as the primary analytic base because it had the greatest coverage for the number of districts, and it had the widest item coverage. The structure of the data and what is available for analysis is displayed in Table 1.

Table 1. Dataset structure

Sheet	Rows analysed	Districts	Survey items
All Administrators	6,399	81	79
Early Career Admin	68	4	17
Assistant Principals	754	29	26
Principals	703	19	37

3.2 Composite Index Findings

Four indices on a scale of 0–100 were developed. Strategic management practices and institutional effectiveness had the highest mean scores. The

scores for inclusive learning environment and academic-outcome orientation were moderate. The reliability estimates and descriptive statistics of the items on the constructs are presented in Table 2.

Table 2. Construct-level findings

Construct	Items	Districts	Mean	SD	Cronbach's alpha
Strategic Management Practices	11	81	70.9	7.9	0.933
Inclusive Learning Environment	12	81	56.7	6.4	0.703
Academic-Outcome Orientation	8	81	52.0	7.3	0.511
Institutional Effectiveness	13	81	75.7	7.2	0.888

Strategic management practices exhibited high reliability, suggesting that the leadership, district support, collaboration, instructional preparation, and resource alignment were a unified construct. The reliability of institutional effectiveness was

also good. Academic-outcome orientation was less reliably represented in the data, with weaker reliability. Figure 1 shows the means for the composite scores of the four study constructs.

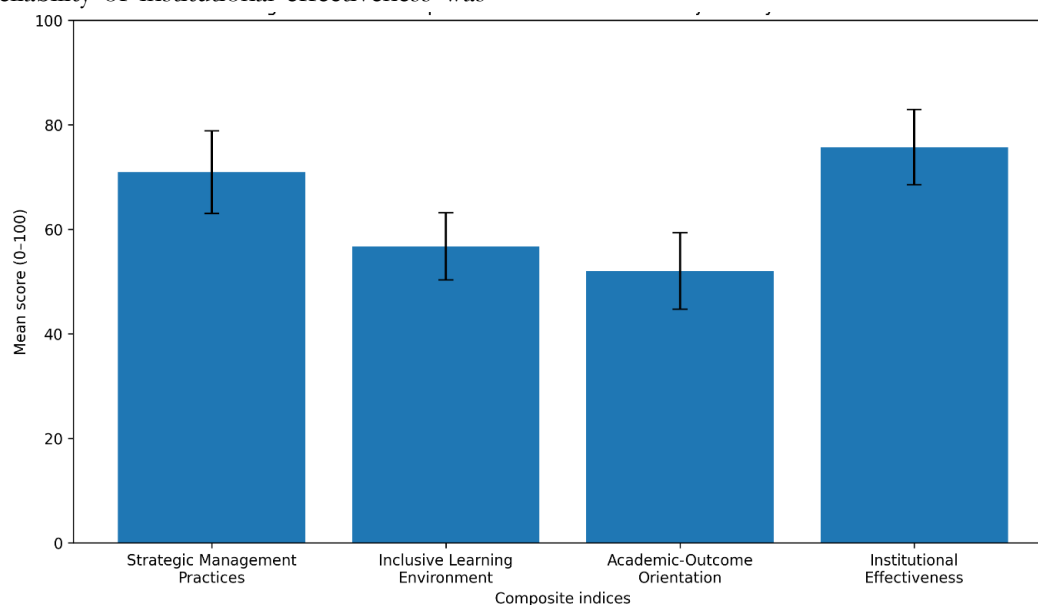


Figure 1. Mean Composite Index Scores Across Strategic Management, Inclusion, Academic-Outcome Orientation, and Institutional Effectiveness Domains

3.3 Key Management and Outcome Indicators

District vision, preparation for instructional leadership, support for district leadership,

guidance in implementation, and alignment of spending with student outcomes were the highest-scoring indicators. These are the key administrator-reported management and academic-support indicators shown in Table 3.

Table 3. Key item-level results

Indicator	Mean
Superintendent/district communicated a clear vision	82.9
Administrators felt prepared as instructional leaders	82.3
Adequate district leadership support	77.9
Adequate guidance for implementing new initiatives	76.2
Spending aligned to student outcomes	75.2
The tutoring program was well-managed and organized	70.2
Tutoring had a positive impact on student learning	65.5
Tutoring was integrated with instructional efforts	57.9
Teachers appreciated academic support from tutoring	50.9

These results showed that administrators had higher scores in leadership and management compared to scores in academic-support implementation conditions. The ranked

administrator reported that management and academic-support indicators are shown in Figure 2.

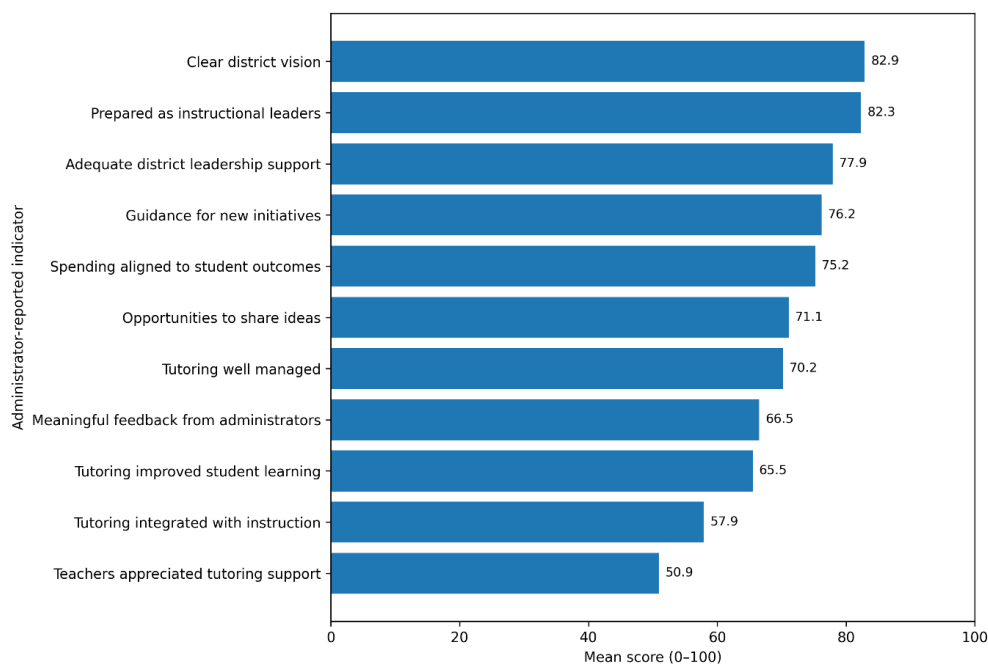


Figure 2. Key Administrator-Reported Management and Academic-Support Indicators in Inclusive Educational Settings

3.4 Inclusion and Special Education Indicators

Climate of school, student support, family/community interaction, and IEP-related participation represented inclusive learning. The

inclusion construct received a medium score, meaning that it was only partially, but not fully, represented. Principal-level special education, inclusion, and institutional-level indicators are displayed in Table 4.

Table 4. Principal-level special education and institutional indicators

Indicator/construct	Mean	Cronbach's alpha
Special Education/Family Engagement Index	31.2	0.900
Evaluation/Professional Learning Index	74.5	0.966
Budget Capacity Index	58.8	0.398
IEP-related meetings are conducted virtually/frequently	39.8	—
The school had sufficient funding for its needs	46.6	—
Principal influence over school budget spending	77.6	—
Budget training focused on student achievement	31.8	—

Special education alignment was present but limited. IEP-related participation and family engagement provided the strongest special education link, while direct disability, placement, and service-delivery variables were not available.

3.5 Correlation and Model Findings

There was a high and moderate relationship between strategic management practices and institutional effectiveness, respectively, and inclusive learning environments. Institutional effectiveness was moderately related to academic-outcome orientation. The correlation among the four composite indices is presented in Table 5.

Table 5. Correlations among indices

Relationship	r
Strategic management and an inclusive learning environment	0.484
Strategic management and academic-outcome orientation	0.352
Strategic management and institutional effectiveness	0.916
Inclusive learning environment and academic-outcome orientation	0.228
Inclusive learning environment and institutional effectiveness	0.423
Academic-outcome orientation and institutional effectiveness	0.510

The regression analysis with strategic management, inclusive learning environment, and academic-outcome orientation as predictors accounted for 88.0% of the variance in institutional effectiveness. The strategic

management practices were the major predictor. The correlation pattern between strategic management, inclusion, academic-outcome orientation, and institutional effectiveness indices is shown in Figure 3.

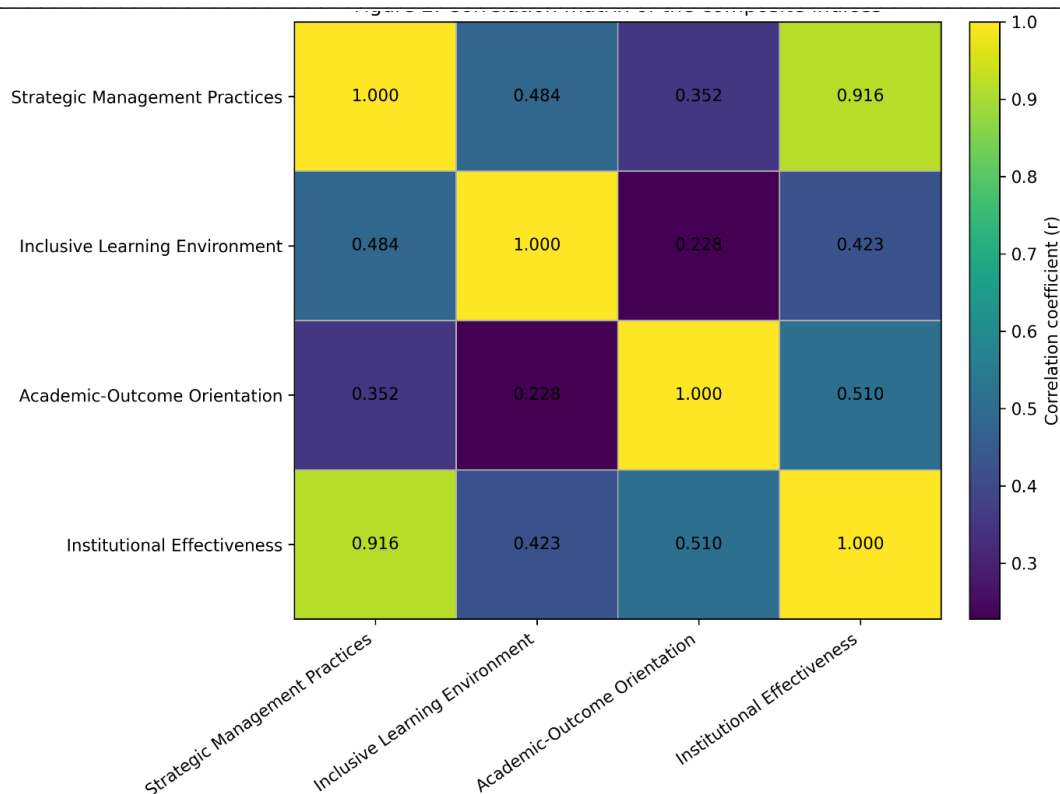


Figure 3. Correlation Matrix of Composite Indices Measuring Strategic Management, Inclusive Learning, Academic-Outcome Orientation, and Institutional Effectiveness

4. Discussion

This study focused on the relationship of administrator-reported strategic educational management practices and inclusive learning environments, academic-outcome orientation, and

institutional effectiveness in the context of special education. The results indicated that the constructs of strategic management practices, institutional effectiveness, inclusive learning environment, and academic-outcome orientation were presented more moderately and strongly, respectively. The pattern indicates that while the leadership, district vision, implementation support, and organizational functioning indicators experienced stronger indicators of institutional capacity, the academic-support and inclusion-specific indicators of institutional capacity showed weaker indicators. The findings are supported by the literature on inclusive education, which shows that access is not sufficient for effective inclusive education; it is also necessary to have conditions that facilitate

participation and support for learner diversity (Rini & Azizah, 2024).

One of the most important results is that there is a very strong relationship between strategic management practices and institutional effectiveness. Each of the five administrative factors had a high correlation with perceived institutional functioning, suggesting that these factors are closely related. This underpins the notion that inclusive education needs to be managed in a coordinated way, and not as individual classroom projects. Administrators seemed to serve as mediators within the school, making sense of district priorities and decisions in school-level practices, resource allocation, and support, etc. In this context, institutional effectiveness was not simply a consequence of administrative adherence but would indicate the existence of unified leadership and organizational support.

The moderate rating of the score for the Inclusive Learning Environment Index shows that the conditions for inclusion were present but not very strong. The school climate, student support,

family engagement, and participation in IEP did not include direct measures of classroom placement, disability categories, accommodations, and service delivery, as this data was not included in the dataset. The finding confirms the importance of considering inclusion as a multi-faceted phenomenon. Inclusive education with a particular reference to pupils with disabilities, such as those with autism and other complex needs, is more than just the general school atmosphere and requires dedicated educational planning, individual support for the pupils, cooperation between the pupils' teachers and all other school staff, and consideration of participation in both the school's academic and social activities (Olsson & Nilholm, 2023).

The lowest mean score and the least reliability of the four constructs were found in the Academic-Outcome Orientation Index. The result indicates that the indicators of academic improvement (tutoring support, integration of instruction, and planning for achievement) were not consistently identified in the administrator's response. Academic outcomes were not unimportant, but the result doesn't mean that they were measured directly; it means the data showed indirect aspects of institutional conditions that could lead to academic improvement. Somewhat similar to the relationship between academic-outcome orientation and institutional effectiveness, academic-support conditions are somewhat associated with the schools that are more effective along these lines. This is important about teacher engagement and teacher self-efficacy as instructional improvement is reliant on teacher self-efficacy, teachers being supported in implementing effective practices, and teachers feeling capable (Shu, 2022).

The results also revealed that there is a lack of specialized capacity for inclusion in leadership authority. The results at the principal level indicated that they are highly influential over budget spending and are lower in funding adequacy and training on the budget for student achievement. This implies that administrators may be making decisions that have a direct impact on the staffing of special education

programs and inclusive education without always receiving the desired preparation to match the resources to the goals of special education and inclusive education. For inclusive systems, leadership skills need to incorporate real-world skills for resource allocation, staff development, intervention planning, and support for differentiated instruction. Differentiated instruction research provides evidence that supports the need for administrative support to provide for differentiated instruction, as this can be limited by time, training, workload, and disruption of the context for practice (Yuen et al., 2023).

There was some, but not a great deal, of alignment with special education. The IEP-related meetings and family engagement had the most special education connection in the data, with a lack of disability-specific services measures. This restriction is particularly relevant as the effectiveness of special education is not just down to the administrator's opinion, but also measurable learner support processes, service quality, and learner outcomes. The importance of teacher self-efficacy in inclusive practice is particularly important as it has been found that those teachers with a higher level of self-efficacy are more inclined to adapt teaching strategies, manage diverse classrooms, and are more effective in supporting students with special educational needs (Choge, 2025). Administrative systems need to increase, then, both the leadership of the institutions and the capacity on the part of teachers to implement them.

The findings also provide a broader perspective that inclusion is an opportunity for institutional innovation. When school leadership is intentionally aligned with the school's vision of equity, inclusive education can change the way that schools are organised, provide opportunities for flexible pedagogy and problem-solving in collaboration, more effective use of resources, and increased social impact (Corrêa & Jardim, 2025). Results from the study indicate that management and institutional effectiveness data from administrators can offer valuable data on readiness for inclusive change, even in the absence of direct measures of student readiness.

A recurring theme in inclusive education was also the question of what kind of school it is when there is a focus on inclusion, and whether it is an inclusive school, or only a school for specific groups who receive targeted support or not (Leijen et al., 2021). The findings indicate a bias towards an institutional conceptualization of inclusion in the data analysed and a limited representation of special education specificity. Findings, therefore, should be considered to reflect management conditions that are related to inclusive readiness, and not as direct evidence of special education achievement effects.

Overall, the study revealed that the district vision was an important institutional mechanism for inclusive educational management, as was the support of district leadership, guidance for implementation, collaborative professional work, resource alignment for student supports, and participation in IEPs. When educational leadership is associated with instruction, educational resource planning, and special education responsibilities, strategic educational management can help improve the effectiveness of institutions and enhance the inclusive educational environment, as shown by the results.

5. Conclusion

The strategic educational management practices were central to the formation of inclusive

learning environments, academic-outcome orientation, and institutional effectiveness in special education settings. Administrator-reported data indicated that institutional mechanisms that were important to strengthening inclusive education were district vision, leadership support, implementation guidance, preparation of vision leaders, professional collaboration, spending alignment, and the structure of student support. Most significantly, the strategic management practices were found to be closely linked with institutional effectiveness, suggesting a need for coordinated and not isolated leadership and organizational capability to achieve effective inclusion. School climate, family involvement, student support, and IEP-related participation were all indicators of inclusive learning environments, but did not directly capture the categories of disability, placement setting, or student outcomes. Academic outcomes were thus not defined as actual outcomes but rather as an academic-outcome orientation and institutional conditions favoring learning. As a whole, the results indicated that the management systems of inclusive special education should include leadership, resources, professional development, and planning for support of students to enhance institutional readiness and effectiveness of education.

6. References

- Assefa, E. A., & Mujtaba, B. G. (2025). Exploring transformational leadership in education by leveraging diversity and technology for inclusive practices. *International Journal of Public Leadership*, 21(4), 356-375.
- Choge, S. (2025). Teachers' Self-Efficacy and Inclusive Educational Practices in Kenya. *Journal of Educational Leadership and Management*, 1(1).
- Corrêa, S. R. D. S., & Jardim, J. (2025). Education: Transforming Challenges into Opportunities for Inclusion, Innovation, and Social Impact. *Administrative Sciences*, 16(1), 6.
- 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.
- Fernandez-Villardón, A., Alvarez, P., Ugalde, L., & Tellado, I. (2020). Fostering the social development of children with special educational needs or disabilities (SEND) through dialogue and interaction: a literature review. *Social Sciences*, 9(6), 97.
- Kefallinou, A. (2020). Understanding the value of inclusive education and its implementation: A review of the literature. *Prospects*.

- Leijen, Ä., Arcidiacono, F., & Baucal, A. (2021). The dilemma of inclusive education: inclusion for some or inclusion for all. *Frontiers in Psychology*, 12, 633066.
- Leijen, Ä., Arcidiacono, F., & Baucal, A. (2021). The dilemma of inclusive education: inclusion for some or inclusion for all. *Frontiers in Psychology*, 12, 633066.
- Lindner, K. T., & Schwab, S. (2025). Differentiation and individualisation in inclusive education: a systematic review and narrative synthesis. *International journal of inclusive education*, 29(12), 2199-2219.
- Liu, X., & Potmesil, M. (2025, January). A review of research on the development of inclusive education in children with special educational needs over the past 10 years: a visual analysis based on CiteSpace. In *Frontiers in Education* (Vol. 9, p. 1475876). Frontiers Media SA.
- Norwich, B. (2022, July). Research about inclusive education: Are the scope, reach, and limits empirical and methodological and/or conceptual and evaluative? In *Frontiers in Education* (Vol. 7, p. 937929). Frontiers Media SA.
- Olsson, I., & Nilholm, C. (2023). Inclusion of pupils with autism—a research overview. *European Journal of Special Needs Education*, 38(1), 126-140.
- Rini, T. A., & Azizah, N. (2024). Students' Perspectives on Inclusive Education in Indonesia: Insights from a Systematic Literature Review. *Indonesian Journal of Educational Research and Review*, 7(2), 455-466.
- Shu, K. (2022). Teachers' commitment and self-efficacy as predictors of work engagement and well-being. *Frontiers in Psychology*, 13, 850204.
- Tennessee Department of Education. (2024). *Data downloads & requests*. State of Tennessee. <https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html>
- Uzor, M. O., & Ushie, U. C. (2023). Challenges and prospects of special needs education. *SPECIAL NEEDS EDUCATION FROM THE LENS OF INTERDISCIPLINARY DIALOGUE: A FESTSCHRIFT IN HONOUR OF PROF. EMEKA D. OZOJI*, 1(1).
- Wasila, N. F. W., Imron, A., & Juharyanto, J. (2024). THE URGENCY OF INCLUSIVE EDUCATION IN THE 21ST CENTURY: OPPURTUNITIES, CHALLENGES, FUTURE AND RESEARCH RECOMMENDATIONS. *JDMF (Jurnal Dinamika Manajemen Pendidikan)*, 9(1), 40-53.
- Yuen, S. Y., Luo, Z., & Wan, S. W. Y. (2023). Challenges and opportunities of implementing differentiated instruction amid the COVID-19 pandemic: Insights from a qualitative exploration. *Education Sciences*, 13(10), 989.