

Teachers' Perspectives toward Developing Curriculum of Inclusive Education Based on Tyler's Approach



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Abstract: *This study explores teachers' opinions regarding the creation of inclusive education curricula in Karachi's private middle schools using Ralph W. Tyler's approach to curriculum. With its foundations in social justice and equity, inclusive education seeks to give students from a variety of backgrounds equitable chances. A 3-point Likert scale was created by the researchers for this study in order to gather data from children attending various Karachi schools. A survey was made in order to get the relevant data. The research was quantitative in nature. The stratified random technique was used to choose a sample of eighty qualified teachers. The data were analyzed using item analysis technique in which frequencies and percentages were computed to find the opinions of teachers related to the designed items. The results showed that majority of teachers agreed with the hypothesis that Tyler's approach can be utilized to develop curriculum for inclusive education. Further, it can be found that teachers perceive that it will help in increasing students' performance. Along with these findings it was also found that teachers think that the main stakeholders like teachers, policy makers and administrators lack resources to implement and execute this customized curriculum in an effective manner.*

Keywords: *Tyler's approach, Inclusive education, Students performance*

Introduction

Curriculum development's main objective is to guarantee that students have thorough and relevant learning experiences that advance their education, self-improvement, and general development (Cruikshank, 2017). Tyler's rationale (1949), is a common example that has remained influential in the field of curriculum building even after it was published so long ago. Tyler set a major educational milestone by providing a model that described the curriculum building process with clear and specific goals (Sarangapani, 2006).

This model, has an in-depth and systematic approach to the curriculum building process and

has four main elements—outcomes, content, method, and assessment (Khan & Smith, 2015)

Teachers now have a clear road map to help them steer their pupils towards particular goals thanks to this framework. The well-defined goals enabled efficient administration and observation of the attained results (Brady & Kennedy, 2010). Tyler's approach can be used broadly to a wide range of learning domains and educational levels, providing a smooth way to objectively assess a subject's content, activities, and teaching strategies (Wraga, 2017).

The explicit objectives and systematic components makes teachers to fairly assess content, activities, and teaching strategies,

guaranteeing the development of a curriculum that caters to the needs of a diverse range of learners (Khan & Smith, 2015).

The goal of inclusive education is equal access to educational opportunities for all students, irrespective of their varied skills, origins, or characteristics. It is based on the ideas of equity and social justice and prioritises serving the needs of students with disabilities as well as those from different socioeconomic, linguistic, or cultural backgrounds (Bulat & Hayes, 2017; Madhesh, 2023).

Changes in legislation and societal views have characterised the dynamic evolution of inclusive education throughout its history. Special education was mostly separated in the early 20th century, with an emphasis on providing students with disabilities with separate teaching (Wang, 2009). Prominent individuals such as Maria Montessori promoted inclusive methods, and the advantages of integrating disabled pupils into regular schooling were realised in the 1940s and 1950s (Danner, 2015; Borsay, 2012). The IDEA required a change towards inclusion in the United States, and the civil rights movements of the 1960s sparked conversations about inclusive education (Montalvo, 2023).

Further, regarding inclusive education, two approaches exist. The social model of disability asserts that disability is not an innate characteristic but rather a social construct moulded by societal restrictions (Haskins, 2023). With a focus on inclusivity, it highlights the elimination of social, cultural, and physical barriers while allowing for a range of communication preferences and sensory modalities (Haskins, 2023). According to Anderson, Boyle, and Deppeler (2014), the ecological model of inclusive education provides a thorough framework that emphasises cooperation at all levels in order for inclusive practises to be successful.

Moreover, the foundation of inclusive education is the curriculum, which promotes equitable and supportive learning settings that are flexible, diverse, and accessible (Koutsouris & Stentiford, 2021; Saravanakumar & Paavizhi, 2018).

According to research, global education has been greatly impacted by Ralph Tyler's curriculum creation approach, which places a strong emphasis on well-defined objectives, well-organized content, relevant experiences, and methodical evaluation (Maheshwari, 2015; Wraga, 2017; Brady & Kennedy, 2018; Ibeh, 2021). Tyler's method is flexible in inclusive education; it helps create curriculum that meet a range of learning demands (Brady & Kennedy, 2018; Cruickshank, 2017; Johnsen, 2020).

Further, this rigorous approach focuses on setting clear goals, choosing appropriate learning opportunities, and using efficient assessment methods (Ibeh, 2021). Through the integration of inclusive education concepts with Tyler's method, educators strive to provide equitable curriculum that meet the different needs of students, enabling each person to reach their maximum potential (Tyler, 2011).

Also, with the implementation of the National Education Policy in 1992, Pakistan made significant progress towards inclusive education by including special education resources into the regular system (Government of Pakistan, 2017). With an emphasis on providing fair opportunities and services for children with disabilities, subsequent policies in 2001 and 2002 carried on the promotion of inclusive education (UN, 2011; Government of Pakistan, 2002). The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2011) was ratified in 2011, underscoring this commitment.

Even though in Pakistan, the nation's linguistic, racial, and cultural backgrounds are diverse, inclusive education is thought to be essential for giving all students—including those with disabilities—a top-notch education. Nevertheless, obstacles including shoddy facilities, scarce resources, and unskilled teachers impede inclusive education initiatives (Ehsan, 2018). The importance of inclusive education in Pakistan is emphasised by legislative frameworks such as the Rights of Persons with Disabilities Act 2018 and the National Education Policy 2017–2025, which mandate it (UNICEF, 2021). It is suggested that Tyler's curriculum development technique be

used in Pakistan as a methodical and disciplined way to standardise and synchronise educational practises with inclusive objectives.

In order to solve Pakistan's unique inclusive education difficulties and advance equality and accessibility in support of the global goal of universal education, this study is essential. It focuses on the uncharted ground of methodically creating inclusive curricula using well-established frameworks, such as Tyler's, which is crucial for improving teaching methods and meeting the needs of a wide range of learners. The study emphasises the significance of teacher preparation, community involvement, and evaluating the effects of curriculum strategies on students' experiences, underscoring the applicability of Tyler's methodology in the Pakistani setting. The project aims to modernise Pakistan's educational system by incorporating international best practises with Tyler's methodology, providing insightful information for curriculum designers, educators, and policymakers.

Research Objectives and Questions

The objectives of the study were to;

1. Find the opinion of teachers to determine if Tyler's curriculum development approach can be adapted and applied effectively in the context of inclusive education in Pakistan.
2. Find the opinion of teachers to assess the impact of the inclusive education curriculum, developed based on Tyler's approach, on student learning outcomes.

For this purpose, the following hypotheses were developed;

1. According to teachers' opinion Tyler's curriculum development approach can be

Table #1

Reliability of the Scale

| Cronbach's Alpha | No. of Items |
|------------------|--------------|
| 0.828 | 10 |

Table 1 shows the reliability assessment of the scale. In order to collect information about the opinions of teachers about the creation of

adapted and applied effectively in the context of inclusive education in Pakistan.

2. According to teachers' opinion the implementation of inclusive education curricula following Tyler's approach will have a positive and statistically significant impact on student learning outcomes.

RESEARCH METHODOLOGY

A quantitative research design was used in this study. A sample of 80 qualified educators actively involved in inclusive education from different schools was chosen using a stratified random sampling technique. The chosen educators had to have completed specialised training in inclusive education and have at least two years of classroom experience.

Using Likert scale items, a structured survey questionnaire was used to gather data on instructors' opinions of Tyler's approach's adaptability and effect on student learning outcomes. There were two parts to it. The demographic information of the respondents, including age, gender, experience, etc., was presented in Section 1. Ten items total on a 5-point Likert scale were included in the second section of the questionnaire. Items created for this purpose were created after reviewing the literature and based on the research's aims. The specialists in curriculum development validated the items. Because the poll was conducted in person, participants' confidentiality and anonymity were guaranteed.

To confirm the validity and clarity of the survey instrument, a pilot test with 15 teachers was carried out before the major data collection. Through the use of the Cronbach alpha coefficient, reliability was assessed. The reliability test's details are displayed in Table 1.

inclusive education curriculum utilising Tyler's methodology, a carefully thought-out 5-point Likert scale with ten items was created. The

Cronbach Alpha test was employed as a reliable method to assess the questionnaire's reliability. A prudent pilot research was carried out to confirm the effectiveness of the instrument using a chosen sample of fifteen teachers. Remarkably, the reliability index produced a score of 0.828, indicating the strong reliability of the scale and its statistically significant influence on the research.

DATA ANALYSIS AND FINDINGS

Following the completion of all the

questionnaires, the data was entered into SPSS (the statistical tool for social sciences) to be analysed statistically. To determine the outcomes, several test kinds—descriptive and inferential—were given. The frequencies, percentages, means, and standard deviation made up the descriptive statistics. Inferential statistics were also utilised to identify variations depending on gender and other demographic data, such as one-way ANOVA and independent sample t-tests. The data analysis process is explained in full in the tables that follow.

TABLE 2

Distribution and percentage of respondents according to demographic information.

| Variables | Demographic | Frequency | Percent |
|----------------------------|-------------|-----------|---------|
| Gender | Male | 36 | 45.5 |
| | Female | 44 | 55.5 |
| | Total | 80 | 100.0 |
| Age | 20-30 | 62 | 77.5 |
| | 31-40 | 12 | 15.0 |
| | 41-50 | 06 | 7.5 |
| | 51-above | 00 | 00 |
| Academic Qualification | Bachelors | 16 | 20 |
| | Masters | 50 | 62.5 |
| | M.Phil. | 06 | 7.5 |
| | PhD | 08 | 10 |
| Professional Qualification | B.Ed | 68 | 85 |
| | M.Ed | 12 | 15 |
| | Others | 00 | 00 |

The frequencies and percentages of the sample that was chosen based on demographic criteria are shown in Table 2. Data analysis revealed that 36 male and 44 female teachers took part in the survey. The majority of those surveyed were in

the 20–30 age range. Based on their educational backgrounds, the majority of the teachers were graduates of bachelor's programmes. The majority of teachers were qualified professionals having a B.Ed degree.

Hypothesis 1: According to teachers’ opinion Tyler's curriculum development approach can be adapted and implemented in the context of inclusive education in Pakistan.

TABLE 3

Adaptation and Implantation in the Context of Inclusive Education

| Items | Observed N | | | % of agreed teachers |
|--|------------|----|----|----------------------|
| | A | UC | DA | |
| Tyler's approach in inclusive education can be implemented as..... | | | | |
| it aligns with the demands of inclusive education approach. | 69 | 5 | 6 | 86.3 |
| educational stakeholders in Pakistan, including teachers and | 28 | 15 | 37 | 35 |

| | | | | |
|--|----|---|----|------|
| administrators, are well-equipped. | | | | |
| it enhances educational equity and access for all students | 73 | 2 | 5 | 91.3 |
| it provides a clear and effective framework for addressing the diverse learning needs. | 61 | 8 | 11 | 76.3 |
| it is relevant and applicable to the context of inclusive education in Pakistan. | 73 | 3 | 4 | 91.3 |

Table 3 shows obtained frequencies collected from the data. The results of item one “Tyler’s approach in inclusive education can be implemented as it aligns with the demands of inclusive education approach” shows that 69 teachers agree with the statement however, 5 teachers were not able to decide and 6 teachers disagreed with the statement which shows that most of the teachers have an opinion that Tyler’s approach in inclusive education can be implemented as it aligns with the cultural and contextual nuances of the Pakistani educational system.

On examining the results of second item “Tyler’s approach in inclusive education can be implemented as educational stakeholders in Pakistan, including teachers and administrators, are well-equipped.” it can be noticed that small number of only 28 teachers agree with the statement, 15 were uncertain and 37 teachers disagreed. It can be observed that a small section of the teacher agreed with the statement.

In case of third item “Tyler’s approach in inclusive education can be implemented as it enhances educational equity and access for all students” a high number 73 teachers agreed with the statement, only 2 were uncertain and 5

teachers disagreed.

Results of Fourth item “Tyler’s approach in inclusive education can be implemented as it provides a clear and effective framework for addressing the diverse learning needs.” showed that 61 teachers agreed with the statement, 8 showed that they were not able to decide and a small group of 11 teachers disagreed to this statement

Referring to the result of fifth item “Tyler’s approach in inclusive education can be implemented as it is relevant and applicable to the context of inclusive education in Pakistan” it can be said that a high number of 73 teachers agreed to the statement, only 3 teachers were uncertain and 4 disagreed with the statement.

Conclusion

On reviewing the results, it can be seen that majority of teachers agreed to all the statements which were showing that Tyler’s curriculum development approach can be adapted and applied effectively in the context of inclusive education in Pakistan only a very small portion of teachers disagreed. Hence, results are supporting hypothesis no 1.

Hypothesis 2: According to teachers’ opinion the implementation of inclusive education curricula following Tyler’s approach will have a positive and statistically significant impact on student learning outcomes.

TABLE 4

A Positive and Statistically Significant Impact on Student Learning Outcomes

| Items | Observed N | | | % of agreed teachers |
|--|--|----|----|----------------------|
| | A | UC | DA | |
| | Tyler’s approach in inclusive education will demonstrate a significant positive impact on student learning outcomes. | 71 | 5 | |
| create a positive change in the overall learning atmosphere within | 70 | 3 | 7 | 87.5 |

their classrooms.

| | | | | |
|--|----|---|----|------|
| contribute to enhanced skill development among students in Pakistan. | 65 | 5 | 11 | 81.3 |
| help to increase students' engagement level. | 68 | 6 | 6 | 85 |
| result in improved academic performance among students. | 70 | 3 | 7 | 87.5 |

Table 4 displays the observed frequencies derived from the data. The outcomes for the first item, "Tyler's approach in inclusive education will demonstrate a significant positive impact on student learning outcomes," indicate that 71 teachers agreed, 5 teachers were undecided, and 6 teachers disagreed to the statement. This suggests that the majority of teachers hold the opinion that Tyler's approach in inclusive education will demonstrate a significant positive impact on student learning outcome.

upon examining the second item, "Tyler's approach in inclusive education will create a positive change in the overall learning atmosphere within their classrooms." show that 70 teachers agreed with the statement, while 3 were unsure and 7 disagreed with the statement. Once more, most educators say they agree with the statement.

Regarding the third item, "Tyler's approach in inclusive education will contribute to enhanced skill development among students in Pakistan" a substantial number of 65 teachers agreed, with only 5 expressing uncertainty and 11 disagreed.

The results of the fourth item, "Tyler's approach in inclusive education will help to increase students' engagement level" reveal that 68 teachers agreed, 6 were uncertain, and 11 disagreed with the statement.

Referring to the result of fifth item "Tyler's approach in inclusive education will result in improved academic performance among students" it was noted that a significant number of 70 teachers agreed, while only 3 were uncertain and 7 disagree with the statement.

Conclusion

After looking over the data, it's clear that most educators agreed with every statement, suggesting that the implementation of inclusive education curricula following Tyler's approach will have a positive and statistically significant

impact on student learning outcomes. The percentage of teachers who disagreed was quite low. Thus, the findings are consistent with hypothesis number 2.

DISCUSSION

Tyler is widely recognized as the "father of curriculum theory". Tyler's curriculum model has had a major influence on the subject of curriculum development since it was first introduced in 1949. The model's lasting impact emphasises how important the main questions Tyler included in his methodology were. Beyond its historical setting, Tyler's educational philosophy and theory have had a significant and enduring influence on curricula and instruction in both his day and today's. The present research was aimed to find the opinions of the teachers related to impact of developing curriculum of inclusive education based on Tyler's approach.

There were two objectives on bases of which hypothesis were designed and data was collected to draw results. The first hypothesis stated that "According to teachers' opinion Tyler's curriculum development approach can be adapted and implemented in the context of inclusive education in Pakistan." Five items related to implementation and adoption were designed to draw the data.

The results revealed that a significant majority of the teachers agreed with all the statements which were showing that Tyler's approach can be adopted and implemented to develop curriculum of inclusive education.

The first item was related to alignment of Tyler's approach with cultural and contextual nuances of Pakistani education system with Tyler's approach. The item stated that "Tyler's approach in inclusive education can be implemented as it aligns with the demands of inclusive education approach". 86% teachers agreed to this statement showing that they do think Tylers

approach which emphasizes on involvement of students and other stakeholders in curriculum development can be implemented in inclusive education settings as it aligns with the demands of inclusive education approach.

To understand the results, we need to know that Tyler may not specifically address inclusive education in his work, his ideas can be modified to meet the objectives and requirements of inclusive education. According to Brady & Kennedy, (2010) Tyler highlights the significance of specific, quantifiable goals. Mitchell, (2015) argued that due to varied requirements of students from different backgrounds and skill levels in inclusive settings it is important to have clear and defined learning objectives. Furthermore, it's critical to select learning activities in an inclusive setting that accommodate each student's unique learning preferences and styles (Sharma, Thakur, Kapoor & Singh, 2023). Tyler's methodology permits adaptability in creating experiences that may be tailored to each person's need (Cruickshank, 2018).

Additionally, Sarangapani, (2006) argued that Tyler recommends content organisation according to a logical sequence. This can be understood in terms of inclusive education as making sure that the curriculum is organised in a way that encourages accessibility and permits instruction to be differentiated according to the students' varying interests and abilities (Booth, 2011).

Collaboration between educators, specialists, and support personnel is frequently necessary for inclusive education (Paju, Kajamaa, Pirttimaa & Kontu, 2021). By offering a standard framework for establishing goals and creating cogent learning experiences, Tyler's principles can facilitate cooperative efforts (Kliebard, 2011). Thus, it can be said that Tyler's strategy can be applied to inclusive education by combining adaptability, customising learning opportunities, and guaranteeing well-defined goals that address the various needs of every student (Reddy, 2016). But it should be supplemented by a more comprehensive comprehension of inclusive education practices and ideas.

The second item concerned the application and modification of Tyler's approach in inclusive environments and stated that it "may be implemented as long as educational stakeholders in Pakistan, such as teachers and administrators, are well-equipped." Table 3's data show that, of the 35% of teachers, very few (only 5%) agreed with the assertion. This suggests that most educators in Pakistan do not believe their colleagues are prepared or well-equipped to use this strategy in inclusive contexts. According to Possi and Milinga (2017), inclusive education serves a wide spectrum of students, including those with varying learning styles and aptitudes. Without the required tools and training, educators may find it difficult to incorporate this diversity into their curriculum development (Ahmad, Rehman, Ali, Khan & Khan, 2014).

Moreover, supportive institutional and national policies are necessary for the effective implementation of inclusive education (Reddy, 2016). Curriculum development in Pakistan may not be in line with inclusive education principles due to the lack of comprehensive policies and initiatives (Basit, Ashfaq, Arif, & Gulshan, 2022). Therefore, Tyler's paradigm might be applied to curriculum building for inclusive education in order to define precise learning objectives, delineate particular content, and construct assessment criteria. However, instructors' and administrators' ability and preparedness play a major role in the curriculum's successful implementation (Nevenglosky, Cale & Aguilar, 2019).

It should be noted that 91.3% of teachers agreed with the following statement regarding item number 3, which focuses on the application and modification of Tyler's approach in inclusive environments: Tyler's approach in inclusive education can be implemented as it enhances educational equity and access for all students. This implies that a sizable majority of Pakistani educators indeed hold this belief. Tyler's method states that curriculum development should involve all parties, but especially students (Linda, 2021). Students can be the finest resource to direct about their requirements when building curricula (Jagersma, 2010). In an inclusive context, students can come from a

variety of backgrounds, have special educational needs or impairments, etc. (Roldan, Marauri, Aubert & Flecha, 2021) by involving students there needs can be addressed properly.

It is noteworthy that only 76.3% of instructors agreed with the statement made in item 4, which asked whether Tyler's approach to inclusive education can be adopted since it offers a clear and effective framework for addressing the diverse learning requirements. This suggests that people have a generally favourable opinion of the statement.

Four fundamental questions that direct the curriculum building process are highlighted in Tyler's curriculum model. First, what goals should the school aim to achieve in terms of education? It focuses on making the goal of schooling clear (May, 1986). Tyler's initial inquiry is in line with the inclusive education objective since it highlights the necessity of precisely defining education's goal in order to guarantee that it meets the various learning requirements of every student. Equal chances for all students, irrespective of their talents or origins, are the goal of inclusive education (Erkilic & Durak, 2013). "What educational experiences can be provided that are likely to attain these purposes?" is Tyler's second inquiry (Jonnaert & Therriault, 2013). It promotes the inclusive approach by encouraging teachers to create experiences that are in line with the varied requirements of their pupils. To support a range of learning styles and aptitudes, inclusive education calls for a variety of instructional strategies and materials (Erkilic & Durak, 2013)

"How can these educational experiences be effectively organised?" is Tyler's third query (Jonnaert & Therriault, 2013). It encourages teachers to plan lessons well, which is essential for putting inclusive policies into practice. Differentiated instruction, accessible learning resources, and collaborative teaching are common components of inclusive education (García, Toledo & Rodríguez, 2020). Tyler's fourth question "How can we determine whether these purposes are being attained? (Jonnaert & Therriault, 2013) helps the inclusive approach by encouraging continuous evaluation and introspection to make sure that all students are

meeting their learning objectives. Fair assessment procedures and customised evaluation are key components of inclusive education (García, Toledo & Rodríguez, 2020).

The second hypothesis for the research was "According to teachers' opinion the implementation of inclusive education curricula following Tyler's approach will have a positive and statistically significant impact on student learning outcomes". Five items related to impact on student's performance were designed to draw the data. The results revealed that a significant majority of the teachers agreed with all the statements which were showing that Tyler's approach can have a positive impact on students' performance.

The results obtained from the first statement based on hypothesis two "Tyler's approach in inclusive education will demonstrate a significant positive impact on student learning outcomes" showed that a high percentage of 88.7% teachers agree to this statement. According to Doll (2008), Tyler's method promotes lesson planning that is methodical. This concept can be applied in inclusive settings to ensure that all students can access and benefit from the curriculum, this may entail carefully considering how to differentiate instruction to meet the specific needs of children with varying abilities in the context of inclusive education.

Further, the analysis of data obtained from second statement based on hypothesis two "Tyler's approach in inclusive education will create a positive change in the overall learning atmosphere within their classrooms" highlighted that majority of teachers consisting of 87.5% of the sample agreed to the statement. According to Horowitz (2010) Tyler's approach places a strong emphasis on precise goals, pertinent material, methodical preparation, ongoing assessment, and adaptability. In inclusive education these factors have a potential to significantly improve the general learning environment. Additionally, Tyler's approach allows for ongoing evaluations to improve teaching strategies (Waxman, 1983). This can result in inclusive classrooms that provide a more supportive and enriching learning environment for all students.

Moreover, the results from third statement based on hypothesis two “Tyler's approach in inclusive education will contribute to enhanced skill development among students in Pakistan” shows that 81.3% teachers believed that Tyler's approach in inclusive education can enhance in skill development of students. According to Doll (2008), Tyler's technique helps in planning systematically. This can enable educators to use personalized approaches to improve different abilities, and ongoing assessment makes it easier to find and close skill gaps. Because Tyler's method is flexible, teachers in Pakistan can modify its lessons to meet the needs of each student. This can result in a more effective and inclusive learning environment where students can develop a wide range of skills.

In addition to above findings, the fourth statement based on hypothesis two “Tyler's approach in inclusive education will help to increase students' engagement level” showcased a high percentage of 85% teachers who agreed to the statement showing that did believed that students engagement can be increased by developing curriculum of inclusive education based on Tyler's approach. According to Kliebard (2011) Tyler's guiding principles provide a learning environment that accommodates a range of needs and interests by placing an emphasis on specific educational objectives, pertinent content, methodical preparation, ongoing evaluation, and flexibility. Well-defined goals furnish learners with a feeling of direction, while pertinent material guarantees that education takes on significance and relevance. Differentiated education that takes into account students' preferences and learning styles is made possible by systematic planning, which can increase student engagement. By allowing teachers to modify their lesson plans in response to each student's success, continuous evaluation promotes a dynamic and flexible learning environment. Because Tyler's method is flexible, it can be customised to meet the needs of individual students. This fosters a more welcoming and active learning environment in the classroom, which raises student engagement levels.

so, from the discussion of the results it can be

drawn that majority of teachers did believe that Tyler's approach can be utilized to enhance the curriculum of inclusive education and I can be implemented and adapted according to Pakistani perspectives. Along with that there were also results which showed that teachers, policy makers and other stakeholders don't have sufficient resources to use this approach and adopt it. They need to be trained and provided with essential resources.

RECOMMENDATIONS FOR FUTURE RESEARCH

1. If future researchers use a mixed-methods strategy, the research findings could have been more genuine and detailed. This approach could enhance the study by gaining a deeper understanding of the instructors' viewpoints regarding the implementation of Tyler's methods in developing inclusive curricula. More in-depth and insightful knowledge about the subject can be obtained by combining qualitative and quantitative methods.
2. Another idea to strengthen the research is to include questions that explore the problems teachers may find when adopting Tyler's approach in an inclusive classroom. This update would provide relevant information regarding the challenges and practical elements of using the technique in diverse educational settings. Understanding the challenges can provide a more thorough understanding of Tyler's approach's effectiveness and viability in the context of inclusive education.
3. A comparative study between Tyler's teaching approach and more modern methods have to be conducted in order to enhance the research even more. This comparison study can help identify the most effective teaching technique for inclusive environments. Examining and comparing various techniques can help to improve knowledge of the advantages and disadvantages of various strategies, assisting educators and decision-makers in developing inclusive education plans that work better.

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