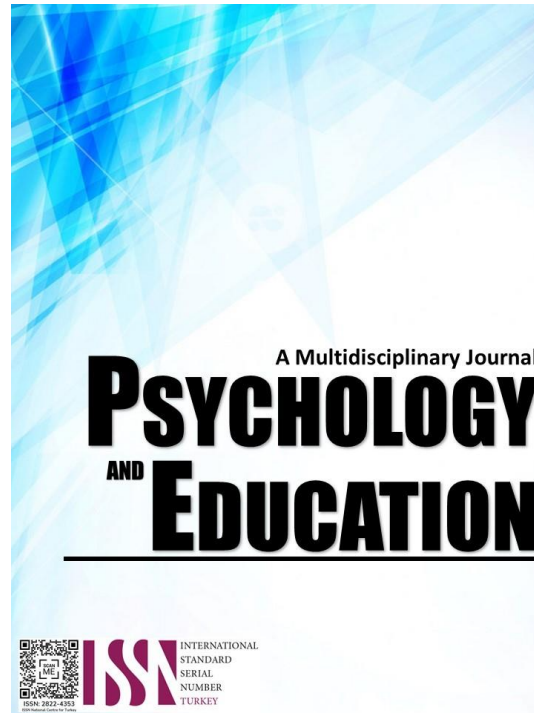


NON-SPED GRADUATE TEACHERS AND THEIR UNDERSTUDIES IN AN INCLUSIVE CLASSROOM: A QUALITATIVE INQUIRY



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Non-SPED Graduate Teachers and their Understudies in an Inclusive Classroom: A Qualitative Inquiry

April Jo H. Vilan*, Niña Rose J. Talaub, Cyril A. Cabello

For affiliations and correspondence, see the last page.

Abstract

It has always been controversial to include special needs pupils in a regular school. All students ought to be a piece of the school local area no matter what their abilities and deficiencies, but teachers in general education classes are reluctant to teach due to a lack of materials, support, and training. The goal of this research was to find out how non-SPED graduate teachers perceived teaching in an inclusive classroom. In the literature, little to none focused on the lived experiences of the teachers teaching in an inclusive classroom. This study utilized Heideggerian Phenomenology design. Purposive random sampling was used in the study. There were 12 participants from West City Elementary School who qualified in the inclusion criteria set in the study. Bracketing was conducted. Interpretative Phenomenological Analysis (IPA) popularized by Moustakas and modified by Van Kaam was used to analyze the data. There were four themes generated namely Psychological Well Being, Self – Consciousness, Culture and Worldview and Social Systems and Environment. These themes elaborated the lived experiences of the non-SPED teachers teaching in an inclusive classroom. Further, these themes suggested to create management plans that can allow the non-spced teachers and their understudies to have the opportunity to join seminar and workshop on how to handle children with exceptionalities.

Keywords: *inclusive classroom, non-spced teachers, quality education, special children*

Introduction

Teaching special needs students are no longer solely the obligation of teachers in special education (SPED) in today's educational setting. In general education classrooms, educators should adjust their helping procedures to address the issues, everything being equal, incorporating those with exceptional requirements. Educators at all levels and in all branches of knowledge are presently expected to draw in and work routinely with different circumstances with extraordinary requirements (Saloviita, 2018; Turnbull et al., 2010). As per review, Teachers need understudies (teacher aides) with extraordinary requirements be available in their study halls, however they are not satisfactorily ready or prepared to meet their instructive necessities. Understudies with extraordinary requirements must be successful in a regular classroom setting. Teachers must be knowledgeable about a variety of inclusion strategies. They likewise set the vibe in the homeroom, and thus, the progress of consideration still up in the air by educators' perspectives toward handicapped understudies in their study halls. Regardless of the way that custom curriculum understudies have been shown overall instruction classes for quite a while, different examinations have shown that many general training educators come up short on information important to make the comprehensive climate an effective one (Bruggnick, Goel, and Koot, 2015; Leko, Brownell,

Sindelar, and Kiely, 2015; Smit & Humpert, 2012). Proficient turn of events and instructor arrangement programs can give teachers the data besides, limits they need to give learning open ways to all understudies. In any case, most pre-and in-organization programs continue to fight with giving general educators the gadgets they need to impart truly in a general tutoring homeroom with students with extraordinary necessities (Ingvarson et al., 2014; Rock et al., 2016).

This research is significant because it covers the different instructing techniques that educators should utilize to run a fruitful incorporation homeroom. Understudies with unique necessities ought to have the option to figure out how to their maximum capacity. All understudies benefit from a less prohibitive study hall climate. Educators should be learned about an assortment of consideration techniques for understudies with extraordinary should find success in an incorporation homeroom. In the present schools, comprehensive conditions accentuate helpful and facilitated rehearses among teachers to illuminate better educating for all understudies. (Leko et al., 2015). Team teaching among special and general educators determined to foster understudy explicit guidance (Friend, 2015; Friend et al., 2015) as well as friend educating among understudies in the comprehensive study hall are instances of this (Kent and Giles, 2016). We conducted this study in response to the challenges and gaps we encountered in the

classroom. Because they have not been trained, teachers in traditional settings lack knowledge and ideas for dealing with special needs students. They're attempting to comprehend and adjust to every understudy's way of behaving. A few educators need to remember understudies with exceptional requirements for their classes, however they don't know they're prepared. These educators need certainty regardless of the way that they are equipped for showing understudies with unique requirements.

Research Questions

In general, the motivation behind this study is to investigate the lived experiences of non-SPED graduate teachers in an inclusion classroom. Specifically, this study delves more into answering the following questions:

1. What are the challenges of the non-SPED graduate teachers in an inclusion classroom?
2. What are the milestones or small victories of these non-SPED graduate teachers in an inclusion classroom?
3. What are the implications of their experiences?
4. What recommendations can be construed out from the findings of this study?

Literature Review

This study investigates the different training procedures that educators use to assist understudies with extraordinary requirements succeed. The underlying segment, Educators Perceptions of Inclusive Education as per a review, numerous instructors have negative mentalities toward understudies with handicaps and their consideration in everyday training study halls. The second one is, The Important Inclusion Strategies, as it investigates the different teachers' strategies for supporting special needs students in their homeroom setting. The discoveries presumed that comprehensive schooling for understudies with exceptional necessities was basic, that educators required preparing on viable consideration methodologies, and that consistency of example plans assisted understudies in a custom curriculum with succeeding.

Numerous instructors feel that they ought not be supposed to show understudies with learning troubles all alone on the grounds that it is beyond their area of ability (Engelbrecht, 2006; Gaad, 2004; Fox, 2003). Educators should guarantee that understudies with learning handicaps have similar open door as different

understudies to build and draw in with information important for living in the public arena, as per Lifshitz et al. (2004). As indicated in the literature, general training educators come up short on important skill, backing, and help to sufficiently fulfill their understudies' all's prerequisites (Burke & Sutherland, 2004). Regulatory worries, absence of adequate help, challenges connecting with understudies' way of behaving, instructors' self-saw capacity, and an absence of commitment with guardians of youngsters are among the five regions perceived by Engelbrecht et al. (2003) as the most unpleasant to teachers. As indicated by Rourke & Houghton (2008), worries about the execution of comprehensive instruction were most often communicated as an apparent absence of showing experience, restricted dispensed arranging time, and an absence of assets.

Many educators are perceived to be at a disadvantage as a result of the poor quality of their education (Engelbrecht et al., 2003). As per research, proficient improvement, for example, starting educator preparing and progressing proficient advancement are basic to the foundation of powerful comprehensive practices (Avramidis et al., 2000; Pearson & Chambers, 2005; Abujejo et al., 2022). Inclusive education professional development courses have been shown to reduce educators' resistance to inclusive practices as well as their stress levels when dealing with inclusion and this was based on studies (Avramidis & Kalyva, 2007). Teachers who had received pre-service and in-service training in inclusive education had more uplifting outlooks toward consideration than those educators who didn't (Downing & Williams, 1997; Hays, 2009; Logan, 2002; Wylde, 2007). Regulatory issues concerning comprehensive schooling, openness to best inclusionary rehearses, cooperation with partners and guardians, and the accessibility of help structures are viewed as basic parts of teacher preparing in comprehensive training. (Amod, 2004). Engelbrecht et al. (2003) expressed that to address obstructions to learning in the study hall, teachers ought to be given broad preparation in managing close to home and conduct issues in the study hall.

It is basic to address the apparent necessities of teachers who are supposed to oblige an extensive variety of student needs in a consideration homeroom (Pableo et al., 2022). Inability to address instructors' requirements and concerns might obstruct comprehensive schooling execution and add to teacher stress. To give some examples, comprehensive training looks to take out learning hindrances that are intrinsic in the framework, like actual access obstructions, educational program boundaries, or environment

boundaries in the learning climate. The difficulties that instructors face while executing comprehensive training practices will be totally examined, as these frequently impact view of consideration.

Inclusive teaching is teaching method that looks to address the issues, everything being equal, paying little heed to foundation or personality, and to energize their commitment with topic. Hearing various perspectives can upgrade understudy advancing by presenting everybody to invigorating discussion, widening ways to deal with customary and contemporary issues, and arranging advancing inside understudies' own settings while investigating those unique situations. Understudies are more roused to assume responsibility for their realizing when educators remember them, make applicable associations with their lives, and address their particular worries (Ambrose et al., 2010).

Inclusion strategies are additionally systems for meeting kids where they are at in their turn of events. All youngsters stand to profit from this. All kids can prevail in their work and play by giving a different scope of formatively proper materials and exercises (Ando et al., 2022; Bahinting et al., 2022). Schedules and changes help kids comprehend and feel calm. It is additionally critical to consider the sort of help given to the children. It is basic to impart autonomy in youngsters while additionally giving barely sufficient help to guarantee their prosperity. While arranging intercessions, start with the most un-prohibitive changes (Olleras et al., 2022; Ricnalla et al., 2022), like changing the climate, action, or materials, prior to giving direct help. Permit youngsters to take part in long haul social connections and completely partake in the program.

Teacher stress is best depicted as a multi-step process that incorporates a collaboration between the instructor and the climate, a stressor (or stressors), and a reaction (Engelbrecht et al., 2003). Teachers are said to confront four kinds of pressure at work. These incorporate understudy hardships, time imperatives, a negative ethos brought about by unfortunate representative relations and unfortunate working circumstances (Engelbrecht et al., 2003; Engelbrecht, 2006; Moolla, 2005). Reception of comprehensive instruction might be seen as expanding the responsibility and subsequently stress of teachers. Instructor stress is normal that there ought to be not many errors between teachers' impression of the accessibility of assets and backing and their genuine requirement for such assets and backing.

Methodology

Research Design

The Heideggerian Phenomenology design was used in this qualitative study. This research aims to better understand the participant's perception and lived experiences with regards to the phenomenon.

Sampling Technique

The purposive technique was used in this study, with participants chosen to elaborate on their experiences as general education teachers teaching in an inclusion classroom at West City Elementary School. In addition, an inclusion criterion was devised in order to find appropriate participants for this study. The study had a total of 12 participants.

Inclusion Criteria

1. Participants should be a general education teacher.
2. Participants should have experienced teaching in an inclusion classroom.
3. There is no specific modality used by the participants.
4. Participants must have at least three years of experience teaching in an inclusive classroom.

Data Collection

A transmittal letter was prepared and delivered to the Superintendent in order to obtain his permission to conduct an interview with the selected participants under his supervision. Following approval, the researchers distributed survey questionnaires and scheduled interviews. The semi-structured interview questionnaires were used by the researchers. Twelve (12) general education teachers were involved in this study. The interviews were taped with the participants' permission. A semi-structured interview guide as the instrument was made by the researchers which was approved and validated by the experts. The ethical considerations established in this study were strictly followed when gathering data.

Research Rigor

To maintain the study's rigor, the researchers used Whittemore et al (2001)'s quality criteria. These quality criteria also delved deeper into (a) Credibility and Authenticity, and (b) Criticality and Integrity. Furthermore, the rigor of this study was enhanced when the researchers used bracketing (Cabello, 2022). Bracketing is critical for maintaining objectivity and

avoiding biases in the study's execution (Alase, 2017). All of the participants' possible responses were already anticipated (Cabello et al., 2022). Long periods of interaction and participant confirmation, two methods for increasing persuasiveness, were used in this study. According to this, in-depth interviews were conducted with the participants while maintaining a comfortable environment and adhering to relevant codes of conduct.

Table 1. *The Horizontalization*

<i>Horizons</i>	<i>Textural Language</i>	<i>Themes</i>
"Provides instructional materials or activities for students with special needs while also informing regular students that they have a classmate who is a differently abled student."	<i>Teaching and learning methods</i>	
"Teacher's trainings about inclusive education are very important for us to understand the student's behavior."	<i>Trainings</i>	
"I've been teaching for twenty-one years and have had two special education students in my regular class."	<i>Early years education</i>	Psychological Well being
"Offer them a variety of learning experiences, including individual, group, and pair work. Maintain classroom order and enforce"	<i>Developing behavior management plan</i>	
"I have to accept, understand and attend to learners' differences and diversity."	<i>Positive attitudes</i>	
"Once the student is in my classroom, I am already aware of his or her condition and possible behavior inside the classroom."	<i>Teachers' awareness</i>	
"I provide learning opportunities to students who are good at a specific skill and find inspiration for them so that they do not feel bad about their weaknesses."	<i>Strength and Weaknesses</i>	Self-Consciousness
"As a teacher, I expect these students to learn a lot from me, despite the fact that I am not a SPED graduate and I'm not sure how to handle them. However, I will do my best to provide accurate information and fulfill my responsibilities."	<i>Expectations</i>	

"I always make an effort to interact with my students, particularly during activities. I also offer remedial classes so that they can receive one-on-one attention."	<i>Student and teacher interactions</i>	Culture and Worldview
"A parent-teacher conference is being held to discuss the child's progress."	<i>Community and parent involvement</i>	
"I design my classroom to be accessible, convenient, and welcoming to a diverse range of students."	<i>Welcoming learning environment</i>	Social Systems and Environment
"I've handled with 48 regular students and two students with special needs who were recently added to my class."	<i>Class size</i>	

Results and Discussion

The analysis revealed four emerging themes:

Theme 1: Psychological Well Being

Theme 2: Self Consciousness

Theme 3: Culture and Worldview

Theme 4: Social Systems and Environment

The themes were thoroughly discussed, and literature was assimilated.

Theme 1: Psychological Well Being

The knowledge and experiences of educators are extremely important in molding and managing diverse students. As what teacher 4 said "I've been teaching for twenty-one years and have had two special education students in my regular class."

The educator's years of teaching experience are extremely beneficial in educating students. Especially now that the Philippines has implemented a new law, Republic Act (RA) 11650, which states that all schools, public or private, must provide equitable access to quality education to all learners with disabilities.

Teachers must undergo trainings as the Philippines implemented Republic Act (RA) 11650, as teacher 1 stated, "Teacher's trainings about inclusive education are very important for us to understand the student's behavior." Understanding the behaviors of students from various backgrounds takes time, which is why the all teachers should be provided with and prioritized inclusive education trainings and programs by the Department of Education.

Students work toward their goals while gaining new

knowledge, behaviors, and skills that enrich their learning experiences as the teaching and learning processes interact. Every student should be provided with equal access to educational opportunities Teacher 6 expresses that she "provides instructional materials or activities for the students with special needs as well as the regular students that they have a classmate who is a differently abled learner" because she is currently teaching special needs students in a regular class.

Classroom management plans are one of the factors that can help teachers maintain a positive learning environment because they have a direct influence on students' learning and teaching abilities. Its growth influences the ability of the teacher to be effective and enjoy teaching Above all, a well-managed classroom has a significant impact on students' academic success. Teacher 2 stated that she "offers them a variety of learning experiences, including individual, group, and pair work, maintain classroom order, and enforce classroom rules" to minimize distractions and disruptions.

Theme 2: Self-Consciousness

One of the most important roles of an inclusion teacher in a diverse classroom is correctly identifying their students. Teachers identify the social, emotional, behavioral, physical, and academic strengths of their special students. As teacher 9 stated, "Once the student is in my classroom, I am already aware of his or her condition and potential behavior inside the classroom," as she will be the one in charge of the child until the end of the school year. Knowing the child's background will help you understand and be an instrument for the child's improvement in order to turn their weaknesses into strengths.

Educators' uplifting perspectives toward understudies with exceptional requirements will influence how regular students treat their classmates. This is why, according to teacher 3, "I must accept, understand, and attend to learner differences and diversity," as it will affect students' self-esteem, achievement, and well-being. As we all know, our attitude determines how we respond to adversity, how we grow and learn, how we overcome obstacles, and how we form bonds with others.

Academic abilities are referred to as academic strengths, talents, or skills that students possess that provide them with a solid foundation for academic achievement Academic strengths are innate and will emerge when you demonstrate mastery of a particular learning topic. This is why, according to teacher 11, "I

provide learning opportunities to students who are good at a specific skill and find inspiration for them so that they do not feel bad about their weaknesses," motivating students to learn and discover new things.

We anticipate seeing our students improve in the classroom. When the learner achieves the objectives that we have set for them, they will feel satisfied and fulfilled. "As a teacher, I expect these students to learn a lot from me, despite the fact that I am not a SPED graduate and do not know how to handle them; however, I will do my best to provide accurate information and fulfill my responsibilities," said Teacher 7.

Theme 3: Culture and Worldview

Parental involvement should include not only teachers and parents, but also the school principal; it is essentially a partnership between parents and schools. This is why teacher ten stated, " We're having a parent-teacher conference to talk about the child's progress." Students are more motivated to learn as a result, and their grades improve. It also aids in the improvement of student behavior in the classroom. Communication between parents and teachers is essential for the child's development.

The student-teacher relationship is essential for a student's social development. Developing a positive rapport with the students will enable them to confidently adapt to their surroundings and develop their emotional and social intelligence. "I always make an effort to interact with my students, particularly during activities," says teacher 12. I also offer remedial classes so that they can receive one-on-one attention." This will result in the student's learning process being successful.

Theme 4: Social Systems and Environment

Establishing a homeroom climate that urges all understudies to team up can either help or prevent an understudy's capacity to learn while likewise having a real sense of security and agreeable as an individual from the class. Sincerely sound study halls encourage a climate that is helpful for both learning and profound turn of events. As stated by teacher 5, "I design my classroom to be accessible, convenient, and welcoming to a diverse range of students." can assist students in developing a strong sense of community while also encouraging positive interactions and cooperative learning.

When it comes to teaching, we are all aware that class

size is important. In most public schools in the Philippines, each classroom has a large number of students. "I've had 48 regular students and two special needs students who were recently added to my class," teacher 8 says. This was brought up by the teacher because it is one of the issues with inclusion in the classroom. Furthermore, they wanted to instruct special needs students in a smaller class size so that they could give more attention to the students who needed it the most.

Conclusion

The goal of this research was to find out non-special education graduate educators' attitudes toward inclusive education in order to fully understand the most effective method to manage the difficulties of showing understudies with exceptional necessities in a normal study hall. The discoveries of the individual realities among the participants demonstrate that non-SPED educators can teach in an inclusion classroom with the assistance of the Department of Education and stakeholders who offer training and programs on the subject. A healthy and safe environment is also important for children's learning.

Teachers should receive training and participate in programs on how to deal with special needs students. Because it affects the child's success, parental support should be emphasized as the execution of inclusive education is critical. Positive attitudes must be prioritized as a teacher because they permeate the learning environment.

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April Jo H. Vilan, LPT
Cebu Technological University
Moalboal Campus, Philippines

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Niña Rose J. Talaub, LPT
Cebu Technological University
Moalboal Campus, Philippines

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Cyril A. Cabello, PhD
Cebu Technological University
Moalboal Campus, Philippines