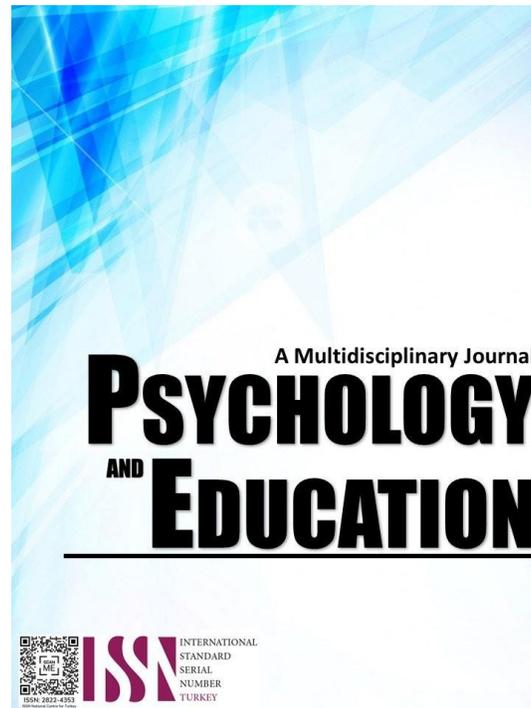


**LET OUR VOICES RESONATE: AMPLIFYING THE INSPIRING
STORIES OF TEACHERS AND THEIR JOURNEY TOWARDS
INCLUSIVE EDUCATION FOR LEARNERS
WITH DISABILITIES**



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Let Our Voices Resonate: Amplifying the Inspiring Stories of Teachers and Their Journey Towards Inclusive Education for Learners with Disabilities

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Abstract

The purpose of the study was to describe the teachers' experiences with the inclusion of learners with disabilities. This study utilized the multiple case study approach of qualitative research. An in-depth study was explored delving into the problems encountered specifically by four special education teachers on the inclusion of learners with disabilities. The study formulated three categories: experiences, coping mechanisms, and insights learned by teachers in handling learners with disabilities. Teachers' experiences revealed the emergent themes of nurturing guidance, inclusive adaptation, remarkable moments, effective learning, and navigating classroom dynamics. The coping mechanism identified the themes of individualization of instruction, patience, and understanding, use of rewards and motivation, parent support, use of visuals and creativity in teaching, and time management and resourcefulness. The insights category yielded the themes of responsibility, balancing personal and professional relationships, fulfillment in impactful teaching, holistic student-centered teaching, and promoting passion and purpose in teaching.

Keywords: *educational management, inclusion, learners with a disability, teachers, multiple cases, philippines*

Introduction

"Diversity is the one true thing we all have in common...Celebrate it every day." -Winston Churchill

This quote is a powerful reminder that diversity is a common thread uniting all individuals, transcending their backgrounds, beliefs, or life experiences. It highlights that each person brings a unique blend of qualities, perspectives, and cultural influences to the tapestry of humanity. Rather than viewing diversity as a source of division, the quote invites individuals to acknowledge and wholeheartedly embrace it as a unifying and enriching force that deserves daily celebration, fostering a world where every voice is heard, every perspective is valued, and every individual is recognized for their unique contributions to the collective mosaic of humanity.

Moreover, a pressing global concern is inclusive education, which is vital for human rights and societal equity. Inclusive education fosters diversity, empathy, and the dismantling of barriers while acknowledging everyone's distinctiveness. Attaining this objective requires not only the integration of students with disabilities but also the adjustment of curricula and teaching methods and the cultivation of inclusive school environments. Comprehensive solutions are imperative, encompassing teacher training, infrastructure improvements, policy reforms, and active community engagement (Humphrey et al., 2020; Rekaa et al., 2018; Scott et al., 2022).

Additionally, fostering inclusive education on a global scale is of paramount importance. It upholds fundamental human rights, advances societal justice, and champions diversity and empathy. This approach acknowledges and accommodates individuals' unique strengths and challenges, emphasizing our collective responsibility to create inclusive learning environments. Inclusive education extends beyond physical integration, curriculum adaptation, innovative teaching, and nurturing inclusive school cultures. Comprehensive solutions include teacher training, infrastructure improvement, policy reforms, and community engagement (Schuelka, 2018; Stambekova et al., 2022).

Furthermore, during the 1990s, a global movement advocating for inclusive education gained momentum, supported by influential initiatives such as the Salamanca Statement and Sustainable Development Goal 4 (SDG 4). UNESCO has been a driving force behind these efforts, stressing the need for substantial reforms, particularly in educational design, to ensure the success of inclusive education. This approach maximizes the time spent in mainstream classrooms, positively impacting student academic achievement and overall social well-being (Cárdenas & Inga, 2021; Dela Cruz & Vasquez, 2020; Mazuruse et al., 2021).

As a teacher in an inclusive classroom, I embarked on a remarkable journey with a student who had a hearing impairment. This experience exemplified the power of inclusive education in transforming lives and fostering empathy among all learners. Before the school year began, I collaborated closely with the school's special education coordinator and an expert in deaf education to create an inclusive lesson plan tailored to the learners' needs. We ensured the classroom environment had assistive technologies, visual aids, and supportive materials like sign language resources. Throughout the year, I adapted teaching methods to accommodate learner's hearing impairment. I incorporated visual aids, gestures, and written instructions into lessons to ensure she had multiple avenues for understanding the content. For group activities, I encouraged students to communicate using spoken words and sign language, fostering a sense of inclusivity.

Thus, inclusive education research has explored challenges and benefits, but there is a gap in understanding how teacher attitudes influence the effective implementation of inclusive practices for students with disabilities. While teacher training is essential, more research must be done on how deeply ingrained attitudes affect teachers' ability to create inclusive classrooms. Studying the link

between teacher attitudes, classroom practices, and outcomes for students with disabilities can inform improved training and support programs. This search gap provides an opportunity to understand better the intricate connection between teacher mindset, instructional strategies, and the success of inclusive education efforts.

The urgency of addressing the global predicament of educators grappling with the inclusion of learners with disabilities cannot be overstated. This endeavor resonates with equality, human rights, and inclusive education principles. Facilitating teacher training, adapting curricula, developing classroom management strategies, and fostering community engagement are vital components of this initiative.

Research Questions

The study aimed to describe teachers' lived experiences in implementing the inclusion of learners with disabilities in New Society Central Elementary School, General Santos City, for the school year 2022-2023. Specifically, this study sought to answer the following questions:

1. How do the participants describe their experiences with inclusive education for learners with disabilities?
2. What are the similarities and dissimilarities among the cases in terms of coping, experiences, and insights?

Methodology

This section presents the research design, the role of the researcher, the research participants, the data collection procedure, the data analysis, trustworthiness, and ethical considerations employed in this investigation.

Research Design

The oldest scientific techniques were likely qualitative research methods, which the ancient Greek philosophers used to observe and comprehend their surroundings qualitatively. On the other hand, quantitative research design involves a range of systematic techniques for investigating social phenomena using numerical or statistical data. Therefore, quantitative research relies on measurement and assumes that the studied phenomena can be quantified. It aims to analyze data for correlations and patterns and confirm measurements' accuracy (Cardano, 2020).

Moreover, qualitative research aims to generate insights, develop theories, and gain a nuanced understanding of complex social phenomena. It is beneficial in exploring topics that are subjective, context-dependent, or require an in-depth examination of people's experiences and perceptions. Qualitative research findings are typically presented in rich descriptions, themes, and narratives, providing a deeper understanding of the research subject. These findings can inform policy, theory development, and further quantitative research (Hennink et al., 2020).

On the other hand, the case study method entails a meticulous examination of a particular contemporary system, or even multiple interconnected systems, operating within well-defined parameters over an extended duration. This method is characterized by its in-depth and all-encompassing approach to data gathering, harnessing diverse sources of information for a comprehensive analysis. As a result of this systematic approach, an intricate portrayal of the case under investigation is generated, along with the discernment of significant themes that hold relevance to the case or cases under scrutiny (Thomas, 2021).

Moreover, although the qualitative multiple-case study method is widely used, it must be more comprehensible due to conflicting epistemological hypotheses and the complexity inherent in such studies. These can make achieving scientific rigour and validating the resulting findings challenging. Additionally, case studies serve a dual purpose: to study their unit and a larger group of units. A case study's objective can be to provide an illustrative example or to confirm a hypothesis. These actors further complicate the design of a case study and are intrinsic to the process (Hancock et al., 2021).

Furthermore, the qualitative multiple-case study method necessitates utilizing tools that comprehensively enable researchers to understand the subject within its contextual framework. When executed effectively, this method offers significant advantages for scientific inquiry, program evaluation, and theory development. It provides a robust framework for examining intricate phenomena, thereby fostering a deeper comprehension of the complexities involved in various contexts and formulating more informed theories and strategies (Halkias et al., 2022).

Participants

I identified a distinct phenomenon of interest before initiating the study. This investigation was centered on comprehending the encounters of educators managing students with disabilities at New Society Central Elementary School. Given the multiple case study design, a purposive sampling approach was employed to select participants. This study's research cohort comprised four (4) teachers responsible for learners with disabilities. Employing the purposive sampling method involved researchers using their judgment to carefully select a sample they deemed capable of providing the pertinent data, drawing from their existing knowledge. This method safeguards against a mere focus on readily available individuals and ensures a more deliberate selection process.

I utilized the purposive sampling method. Since the participants needed were teachers who handle learners with disabilities, I set the

inclusion criteria: male or female, residing within General Santos City, must be a graduate of a teaching course, must possess the qualifications of a professional teacher, and must be handling learners with disabilities.

The scope of this study was limited to teachers with experience in handling learners with disabilities. Teachers who had not been involved in such activities were excluded from the study. Furthermore, the study focused on teachers currently employed in New Society Central Elementary School and under 60. Retire teachers were not considered for this research. Focusing on teachers with relevant experience and currently employed, this study aimed to gain a deeper understanding of the experiences, coping, and lessons learned by those most directly involved in handling learners with disabilities.

Participants were repeatedly reminded throughout the study that they could leave at any time without penalty. This ensured that everyone knew their rights and was in the know, and they felt at ease withdrawing from the program if they were uncomfortable or no longer wanted to participate. They were not required to state their reason for withdrawal.

Data Collection

The semi-structured interview guide was utilized to conduct in-depth interviews and focused group discussions. Developing research questions a validator validated was one of the first step. I requested approval from the Ethics Research Committee (ERC) after verifying the research questions to ensure that the study was carried out ethically. I needed approval from the Dean and the Superintendent General of the Schools Division of Santos City when the committee authorized the study. When the approval was granted, I asked those interested in participating in the study and presented them an informed consent form. I conducted interviews to collect data when participants agreed to the study and consented to participate (Aguinis et al., 2019).

Additionally, I was responsible for meeting the participants. I discussed the procedures and guidelines for data gathering. I read the questions to the participants twice at the interview and more if necessary to avoid confusion. Participants were given more time to consider their responses. Furthermore, I verbally summarized the participants' responses to each question to ensure that the participants' answers were understood.

Moreover, the participants were handled carefully to ensure that no embarrassing information was gathered. To put it another way, it was essential to maintain confidentiality, significantly when the difficulties that were described could impact their relationship with members of the administration as well as their peers or coworkers in the organization. They were informed about my interest and permitted me to move forward. I did not use a hidden tape recorder or mechanical device to record conversations. I ensured that no participant in the study suffered any psychological or physical harm. The confidentiality and consent of the identified participants need to be considered. An in-depth interview was carefully conducted to ensure reliability and validity. The concepts of reliability and validity are essential in quantitative research. To accomplish this, I did not conclude the interview but instead based everything on the factual data that the participants will describe to eliminate bias and misconceptions about the results and classify phenomena themes. Suppose multiple case methods are used in qualitative research. In that case, it is recommended that in-depth interviews be conducted with 4 to 25 people who have participated in the case to meet the criteria of representativeness and generalizability, which require a small number of subjects (Flick, 2018).

The participants were interviewed in the setting that was most convenient for them. They approved the accuracy of the transcription, which was done verbatim from the interview audio tape. Confidentiality was maintained during all sessions and interactions with informants. Research participants' privacy and safety are significant concerns for both quantitative and qualitative researchers. Therefore, providing them with a secure and inviting setting to share their experiences was essential. The focus of this study used pseudonyms on participants to conceal their true identities. I informed the participants I was interviewing that, as part of my probing, I might have additional questions that she thought were important for obtaining additional information for the study. This fostered openness and trust among the people I was interviewing.

Lastly, she focused on the field of interest with complete trust and confidence, equipped with the knowledge and skills necessary to conduct interviews, group discussions, and take notes. I ensured that the opinions and goals I set for myself in this research would be achieved. I ensured the support and cooperation of the participants and treated them with respect.

Data Analysis

I used in-depth interviews. A personal and unstructured in-depth interview primarily aims to identify participants' feelings, thoughts, and emotions regarding a particular research topic. The most essential features are summarized, data are gathered, and they are presented during the data analysis. A semi-structured interview was used to understand the participants' lived experiences better.

Moreover, as I relived the experiences that were recorded during the interview sessions in the participants' minds, I looked through each subject's statements for those that seemed particularly meaningful to the participant in describing his or her experience concerning the phenomenon of interest. I organized these assertions into emerging themes. When they attempted to describe the fundamental characteristics of the experiences that were described by the majority of the participants in the study, these were the aspects of the participants' experiences that they shared.

In conclusion, the multiple case study sought the "essential structure" of the case I was investigating on about the teachers' experiences

through in-depth interviews with participants who had experienced it. I then incorporated the statements I deemed pertinent into emerging themes to comprehend the experiences of teachers teaching learners with disabilities.

Trustworthiness

To establish trustworthiness in this study, I followed these four steps: credibility, transferability, confirmability, and dependability.

Credibility, or how specific the qualitative researcher was, that the study's findings are accurate. Researchers can use triangulation to demonstrate the veracity of the study's findings. Its focus on the veracity of the collected data is the subject of this first section. Before using note-taking in addition to tape recording, I sought the participants' consent to accomplish this. In this manner, informants were reminded to maintain their primary focus if they start to divert the responses.

Transferability, or how the qualitative researcher demonstrates that the study's findings can be applied to populations, phenomena, and similar situations. Researchers can use in-depth descriptions to demonstrate that the research study's findings can be applied to other contexts, circumstances, and situations. I thoroughly explained the research's assumptions and the setting in which it was carried out. I ensured that the facts were adequately described for the person wishing to "transfer" the findings to a different context to determine whether the transfer was logical.

Confirmability or the degree to which the findings of the study are neutral. This occurs when the results are based solely on the participants' responses and not on potential researcher bias or personal motives. Researchers can offer an audit trail detailing each data analysis stage to support their conclusions. This section reminds me to disregard personal assumptions, beliefs, and judgments to avoid data distortion. The use of audio-recorded interviews, taking notes, and keeping journals throughout the study are ways to ensure conformity.

An accurate picture of the participants' experiences can be provided by conducting the interview as independently as possible, improving conformability. They used the bracketing strategy as part of their method to avoid implicit bias. Peer consensus and triangulation are also used to ensure that the study's conclusions are free of personal bias. In addition, this demonstrates that the information provided by the participants accurately reflects the results and that I did not create their interpretations. Confirmability can be established by describing the data and findings so that others can verify their accuracy (Adler, 2022).

Other researchers could replicate the study's dependability or extent with consistent results. The report should contain sufficient information for another person to replicate the study and obtain comparable results. Specialists can utilize request review (an external individual to survey and look at the cycle) to lay out reliability. Using a code-recorded system throughout data reduction ensures consistency during data collection and analysis. Additionally, I used peer review and investigator triangulation to establish the study's dependability. It produced a reliable study.

Ethical Considerations

An important ethical aspect carries significant implications in this qualitative investigation. These issues and concerns mainly stem from the methodology employed during the study. Ethical considerations revolved around properly executing the research and safeguarding confidentiality and anonymity. The study carefully followed the ethical guidelines established by the RMMC Ethics and Review Committee, especially regarding the population and data involved, embracing several factors beyond those expressly indicated.

Voluntary Participation. The option to participate was given to the participants without mentioning a plan for consequences, compensation, or loss of benefits. Therefore, when the study's goal and benefits were communicated to the participants, their rights to add to the body of knowledge were carefully examined and expected. None of the study's subjects were forced to participate. People have the option to stop participating in the poll if they start to feel uncomfortable.

Privacy and confidentiality. The Data Private Act of 2012 protects this essential human right and ensured that participants' private rights were not infringed upon without informed consent. One method utilized in this quantitative study to preserve privacy and confidentiality was to allow participants to exclude their names from the survey questionnaire. By suppressing the informants' personal information, such as their age, gender, occupation, and health conditions, confidentiality and privacy were also maintained.

The informed consent process. Given the limitations of the investigation, the potential research volunteers were adequately informed about the study's goals, procedures, and advantages. The participant's affirmative response demonstrated that the request for their involvement was voluntary. The informed consent form required participants to sign to indicate that they freely chose to participate in the study. The participant's identities were not listed on the survey form, and their responses were kept private.

Recruitment. I explained to the participants the purpose of their inclusion in the study. I also presented the study's goal to them so they would know what to expect from it and could view its main points. In addition to the letter, I explained the background of the study and its importance.

Risks. If the benefit-risk ratio is acceptable and positive, research should be done. It was equally important for this investigation that the participants were shielded from severe damage. The well-being of the participants was given priority throughout the study. Furthermore, the participants suffered no harm because their identities would be kept private. Their safety and security were first and

foremost. I ensured the participants were emotionally, physically, and socially prepared.

Benefits. Embracing inclusive education benefits teachers, students, and the educational community in multiple ways. It enhances teachers' skills and fosters empathy, leading to better classroom management and collaboration. This, in turn, results in improved professional development and job satisfaction for educators. Inclusive education fulfills legal and ethical responsibilities and prepares students for a diverse world, promoting diversity, acceptance, and respect. Ultimately, this journey leaves a lasting legacy in the lives of teachers and students, contributing to a more inclusive and equitable educational system.

Plagiarism. No traces or indications of misinterpretation of someone else's work were found in the study. It was checked for plagiarism using tools like Grammarly. I understand the value of sustaining good moral character and integrity, which are connected to moral virtues and ideals. In order to ensure the validity of my research paper, it was essential to have a thorough comprehension of plagiarism.

Fabrication. The study did not show or hint that what had been done had been intentionally misinterpreted. There was no deliberate drawing of incorrect inferences or fabrication of data or results. I employed and integrated theories related to the information and other inferential concepts.

Falsification. The study did not purposefully misrepresent the work for theoretical expectations and had no evidence of overclaiming or exaggeration. Additionally, this study did not adhere to manipulating the data, which would have involved formulating statements or disregarding important details, maneuvering materials, tools, or methodologies that could mislead others.

Conflict of Interest (COI). There was no indication of a conflict of interest in the study, like disclosure of COI or circumstances where professional judgment on the principal appeal is required. It is similar to the monetary academic advantages or recognitions and tends to influence participants' welfare or the research's validity.

Deceit. The study had no trace of misleading the participants about any possible danger. There must be humongous protection of the rights of the participants in any investigation, especially that they have attained higher education, so balanced and appropriate principles shall be adhered to.

Permission from Organization/Location. I adhered to the study protocols and obtained approval from various authorities, including the RMMCERC committee and the Schools Division Superintendent General Santos City. The approval process required formal letters and an endorsement from the ASDS.

Authorship. I am currently enrolled in the RMMC Graduate School. I did undergo a series of revisions for my thesis based on the suggestions and recommendations made by my adviser, who guided me throughout the completion of this paper. The refinement of the paper had been made possible through the guidance of my adviser.

Results and Discussions

This part discusses significant findings, summary, and conclusions from the themes that surfaced from data analysis.

Four participants were involved in this qualitative study: Sam Special, Lily Learns, Ava Ability, and Merry Needs (All code names). All of them are teachers handling learners with learning disabilities at New Society Central Elementary School, General Santos City, for the school year 2022-2023.

Major Findings

After an in-depth analysis of the data gathered, the following findings were drawn:

Experiences of the participants as teachers implementing inclusion of learners with disabilities. It was revealed that several themes have emerged, such as nurturing guidance, inclusive adaptation, remarkable moments, effective teaching, and navigating classroom dynamic.

Nurturing Guidance. The theme that emerged in the participants' experiences as teachers implementing inclusion of learners with disabilities highlight the importance of patience, kindness, creativity, and self-encouragement. These characteristics are crucial for effective teaching and learning for students with disabilities in inclusive settings.

Recent literature has also emphasized the significance of guidance in successful inclusion practices. For instance, a study by Lopatovska (2019) explored the perspectives of special education teachers on successful inclusion practices. The study found that being a teacher must have a positive attitude, flexibility, and collaboration skills, were essential for successfully including students with disabilities.

Similarly, a study by Shogren et al. (2021) examined the perceptions of teachers on inclusion practices. The study identified teacher attitudes, beliefs, and knowledge as significant factors that affect successful inclusion practices. The authors argued that teachers with positive attitudes toward inclusion tend to provide effective teaching and learning experiences for students with disabilities.

In conclusion, the emerging theme of nurturing guidance in teachers' experiences implementing inclusion of learners with disabilities highlights the importance of teachers' attitudes, beliefs, and skills in creating inclusive learning environments. The literature supports this notion and emphasizes the need for teachers to possess positive attitudes, flexibility, and collaboration skills to achieve successful

inclusion practices.

Inclusive Adaptation. The inclusive adaptation that emerged in the study show the diverse range of disabilities that teachers encounter when implementing inclusion in their classrooms. Blindness, speech difficulties, and autism are some of the specific disabilities mentioned. Additionally, the participants noted that learners have different behaviors, abilities, and skills, highlighting the importance of individualizing teaching approaches and strategies.

Recent literature on this theme emphasizes the need for teachers to understand the unique needs and characteristics of learners with disabilities. For instance, in a study published in the *Journal of Research in Special Educational Needs*, researchers found that teachers who had more knowledge and training in working with learners with autism were better able to provide appropriate support and accommodations for those learners (Elhoweris & Efthymiou, 2020).

Another recent study published in the *Journal of Learning Disabilities* emphasized the importance of providing individualized and evidence-based interventions for learners with learning disabilities (Chiu et al., 2019). This highlights the need for teachers to have a strong understanding of learners' specific needs and characteristics and access to evidence-based interventions and supports.

The inclusive adaptation that emerged in the study emphasizes the importance of individualizing teaching approaches and approaches to addressing the various needs of students with disabilities. Recent literature supports this notion and highlights the need for teachers to have a strong understanding of learners' specific needs and characteristics and access to evidence-based interventions and supports.

Remarkable Moment. The theme of remarkable moments in teachers' experiences handling learners with disabilities highlighted the positive impact teachers can have on their students' development despite the challenges they may face. This theme underscored the importance of recognizing and celebrating progress, no matter how small, and the satisfaction of seeing a student overcome a barrier or achieve a milestone.

In recent literature, there has been an increasing focus on recognizing and celebrating progress and positive outcomes for learners with disabilities. For example, a study by Pham et al. (2020) on inclusive education in Vietnam emphasized the need for teachers to recognize and celebrate the achievements of students with disabilities, as this can significantly impact their motivation and self-esteem. Similarly, inclusive education in Australia highlighted the importance of positive reinforcement and feedback in promoting the engagement and achievement of students with disabilities.

Moreover, the theme of remarkable moments also highlighted teachers' emotional investment in their students and their teaching practice. This emotional investment can be rewarding and challenging, as teachers are often confronted with difficult situations and moments of frustration. For example, a study by Israel et al. (2021) on inclusive education in South Africa emphasized the emotional labor involved in teaching learners with disabilities and the need for teachers to receive support and recognition for their efforts.

In conclusion, the theme of remarkable moments in the experiences of teachers handling learners with disabilities highlights the importance of recognizing and celebrating progress and the emotional investment that teachers have in their students and their teaching practice. This theme is consistent with recent literature on inclusive education, emphasizing the importance of positive reinforcement, feedback, and emotional support for learners and teachers.

Effective Teaching. The theme of effective teaching in the context of inclusive education is essential, as it speaks to the strategies teachers use to create an environment where learners with disabilities can thrive. Encouraging learners to act and behave appropriately is an integral part of this process, as learners who feel supported and valued are more likely to engage in learning activities.

Simplifying lessons is another crucial aspect of effective teaching in the context of inclusive education. This involves breaking down complex concepts into smaller, more manageable parts so learners with disabilities can understand and engage with the material. Teachers can also use visual aids, manipulatives, and other resources to help learners with disabilities grasp complex concepts (Alrawi & Alkahtani, 2021).

Helping learners with reading and computation is also essential, as these skills are foundational to success in many areas of learning. Teachers may use individualized approaches to support learners with disabilities in these areas, such as providing extra time for reading or using adaptive technology to support computation (Almeqdad et al., 2023).

In recent literature, there has been a growing emphasis on using the Universal Design for Learning (UDL) as a framework for effective teaching in inclusive education. UDL is an approach that emphasizes the importance of providing multiple means of representation, expression, and engagement to support the diverse learning needs of all learners. Using a UDL approach, teachers can create a more flexible learning environment responsive to the needs of learners with disabilities (Lappin, 2020; Selvi, 2023).

In conclusion, the theme of effective teaching in the context of inclusive education is complex and multifaceted, and many strategies and approaches can be used to support learners with disabilities. As the field of inclusive education continues to evolve, it would be necessary for teachers and researchers to continue to explore and refine these approaches in order to ensure that all learners have the opportunity to succeed.

Navigating Classroom Dynamic. This theme in the context of inclusive education is crucial, as it speaks to the difficulties that teachers

may encounter when working with learners with disabilities. One of the challenges highlighted in the cluster themes was disciplining learners, which could be particularly difficult when learners have behavioral challenges or disabilities that impacted their ability to follow rules and social norms. Teachers may need to use alternative strategies for discipline, such as positive reinforcement and clear expectations, rather than relying solely on punishment.

Another challenge highlighted in the cluster themes was handling learners' behavior. This includes managing learners who may exhibit disruptive or challenging behaviors and those who may have difficulty understanding social cues or communicating effectively with others. Teachers may need to work closely with support staff and other professionals to develop strategies for managing behavior and promoting social skills development.

Managing learners with disabilities in regular classes can also be challenging, as teachers may need to modify lessons and activities to meet the needs of all learners in the classroom. This can be particularly challenging when there are learners with a wide range of disabilities and needs, as teachers may need to develop individualized strategies for each learner.

Finally, conducting other activities, such as field trips or group projects, can also present challenges in the context of inclusive education. Teachers may need to consider the accessibility of these activities for learners with disabilities and modify the activities or provide additional support to ensure that all learners can participate fully.

Recent literature has highlighted the importance of providing teachers with training and support to address these and other challenges in the context of inclusive education. For example, a study by Ianni et al. (2023) found out that teachers who received professional development related to inclusive education reported feeling more confident and better equipped to work with learners with disabilities. Other studies have emphasized the importance of collaboration and communication between teachers, support staff, and families in addressing the challenges of inclusive education.

In summary, the theme of challenges in the context of inclusive education is complex and multifaceted and requires careful consideration and planning by teachers and support staff. By providing training and support to teachers, promoting collaboration and communication, and developing individualized strategies for learners with disabilities, we can help to overcome the challenges of inclusive education and create a more inclusive and equitable learning environment.

Coping mechanisms of the participants as teachers on including learners with disabilities. This was revealed through the several themes that emerged, such as individualization of instruction, patience, and understanding, use of rewards and motivation, parent support, use of visuals and creativity in teaching, and time management and resourcefulness.

Individualization of instruction. The theme of coping mechanisms for handling learners with disabilities is essential to teachers' experiences in inclusive education. Individualization of instruction is a coping mechanism that emerged from the study, which involves using patient and individualized approaches to support learners with disabilities. Teachers may use different modes of instruction, such as visual aids or manipulatives, to help learners with disabilities engage with the material.

Similarly, this theme is consistent with the literature on coping mechanisms for teachers in inclusive education. Another study found that teachers who could individualize instruction and use assistive technology were better able to meet the needs of learners with disabilities. Similarly, a study found that teachers who used a variety of instructional strategies were better able to support the diverse learning needs of learners with disabilities (Chimicz, 2020; Zavaraki, & Schneider, 2019).

In conclusion, the theme of coping mechanisms for handling learners with disabilities highlights the importance of individualized and flexible approaches to teaching in inclusive education. By using these coping mechanisms, teachers can create a more supportive and responsive learning environment for learners with disabilities.

Patience and Understanding. The theme of coping mechanisms of individuals who worked with learners with disabilities has been extensively studied in recent years. One common coping mechanism identified is patience and understanding towards learners with disabilities. This includes being patient and understanding of their unique needs and challenges and being tolerant and accepting of any difficulties they may face in the learning environment.

In a study, teachers who worked with students with disabilities reported using patience and understanding as a coping mechanism when dealing with challenging situations. Similarly, another study found that teachers who had positive attitudes toward learners with disabilities were more likely to use coping strategies such as patience and understanding (Keller, 2022; Pavlidou et al., 2020; Sharma, & Ghosh, 2023).

However, it is essential to note that there can be a fine line between extending patience and understanding and being overly accommodating. A study by Jansen van Vuuren,(2020) found that teachers who extend too much patience and understanding towards learners with disabilities may unintentionally hinder their academic and social development.

In conclusion, while using patience and understanding is a common coping mechanism for individuals working with learners with disabilities, it is essential to balance accommodating their needs and promoting their independence and growth.

Parent Support. The following emerging theme of coping mechanisms used by the teachers' handling learners with disabilities also

includes the parent support. Parents can play a crucial role in the education and development of their children with disabilities, and their support can be a valuable resource for educators in addressing the challenges they face in the learning environment.

Several studies have explored the parent support as a coping mechanism for individuals who work with learners with disabilities. For example, a study found that teachers with positive relationships with parents reported lower stress levels and higher job satisfaction. Similarly, a study found that parent involvement in school activities was positively associated with academic outcomes for students with disabilities (Barrio, 2021; Leenders et al., 2019).

It is also important to note that parent support can take many forms, including emotional support, advocacy, and collaboration with educators. It found that parent involvement in the transition to adulthood for students with disabilities was associated with higher levels of independence and social support (Wilt et al., 2020).

Thus, the importance of parent support is a common theme in coping mechanisms used by individuals who work with learners with disabilities. Collaborating with parents and involving them in educating and developing their children with disabilities can be a valuable resource for educators in addressing their challenges.

Use of Visuals and Creativity in Teaching. The theme of coping mechanisms used by teachers who handle learners with disabilities also includes using visuals and creativity in teaching. For many learners with disabilities, visual aids can effectively support their learning and understanding of concepts. Creativity in teaching can also help engage learners and make learning more enjoyable and accessible.

Several studies have explored using visuals and creativity as coping mechanisms for individuals who work with learners with disabilities. For example, a study found that the use of visual aids, such as printed images and videos, was effective in improving the academic performance of learners with learning disabilities. Similarly, a study found that using creative teaching strategies, such as storytelling and role-playing, effectively improved the social skills of learners with autism (Alkaabi et al., 2022).

It is important to note that the use of visuals and creativity in teaching should be tailored to the needs and preferences of individual learners. A study found that learners with visual impairments may benefit from using tactile materials and other sensory aids in addition to visual aids (Fielder & Proulx, 2019).

Finally, using visuals and creativity is a common coping mechanism for individuals who work with learners with disabilities. Using a variety of teaching strategies that incorporate visual aids and creativity can help to make learning more accessible and engaging for learners with disabilities.

Time management and resourcefulness. The theme of coping mechanisms used by individuals who worked with learners with disabilities also includes time management and resourcefulness. Working with learners with disabilities can often require additional time and resources to ensure their needs are met, and effective time management and resourcefulness can be important coping mechanisms for managing these demands.

Several studies have explored the importance of time management and resourcefulness as coping mechanisms for individuals who work with learners with disabilities. For example, a study found that effective time management was critical for special education teachers in meeting the individual needs of their students with disabilities. Similarly, a study found that resourcefulness was an essential coping mechanism for teachers in managing the challenges of teaching students with autism (Fernandez-Bernabe & Fabella, 2020).

It is also important to note that external factors, such as access to resources and support from colleagues and supervisors, can influence time management and resourcefulness. A study found that access to resources, such as technology and professional development opportunities, was necessary for special education teachers to manage their work demands (Gesel et al., 2021).

Effective time management and resourcefulness are joint coping mechanisms for individuals who work with learners with disabilities. Strategies such as prioritizing tasks, delegating responsibilities, and seeking resources and support can help manage the demands of working with learners with disabilities.

Lesson learned from the participants as teachers on the inclusion of learners with disabilities. It was revealed with the several themes that have emerged, such as responsibility, balancing personal and professional relationship, fulfillment in impactful teaching, holistic student-centered teaching, and inspiring other teachers.

Responsibility. The theme of participants' teaching performance in handling learners with disabilities encompassed a wide range of factors that can affect a teacher's effectiveness in this area. One key factor identified in the literature is a sense of responsibility on the part of the teacher.

Research has shown that teachers who feel a strong sense of responsibility towards their students with disabilities are more likely to be effective in their teaching. For example, a study found that teachers who had a strong sense of responsibility toward their students with disabilities were more likely to use effective teaching strategies and adapt their teaching to meet individual student needs (Kazmi et al., 2023).

Similarly, another study found that teachers who felt a sense of responsibility toward their students with disabilities were likelier to

have positive attitudes toward inclusion and to provide appropriate accommodations and support (Logroño & Gongora, 2023).

However, it is essential to note that a sense of responsibility alone may not be sufficient to ensure effective teaching of students with disabilities. Other factors, such as training and support, can also be critical. A study found that teacher training and support were essential to improve teachers' teaching performance when working with students with visual impairments (Garcia et al., 2022).

In summary, a sense of responsibility is essential in participants' teaching performance when working with learners with disabilities. However, it is just one of several factors that can contribute to effective teaching, and training and support are also critical components.

Balancing Personal and Professional Relationship. The next theme of participants' teaching performance in handling learners with disabilities includes balancing personal and professional relationship. The literature suggests that personal and professional relationship between teachers and students with disabilities can positively impact their teaching performance.

Studies have shown that personal and professional relationship can help to create a positive learning environment and foster positive relationships between teachers and students with disabilities. A study found positive teacher-student relationships were associated with improved academic outcomes for students with disabilities (Froiland et al., 2019).

Similarly, another study found that relationships were essential to creating an inclusive classroom environment for students with disabilities. The authors emphasized the need for teachers to create a welcoming and supportive classroom culture that fosters positive relationships and socialization (Montoya, 2021).

However, it is essential to note that personal relationship should not be the sole focus of teachers when working with students with disabilities. Effective teaching strategies and accommodations are also critical for ensuring positive academic outcomes. Another study found that teachers who used effective teaching strategies, such as differentiated instruction and peer support, were more likely to have positive outcomes for students with disabilities (Wood et al., 2022).

In summary, balancing personal and professional relationship can positively impact participants' teaching performance when working with learners with disabilities. However, effective teaching strategies and accommodations are also important factors to consider.

Fulfillment in Impactful Teaching. The theme of participants' teaching performance in handling learners with disabilities also includes rewarding. The literature suggests that fulfillment in impactful teaching can effectively improve participants' teaching performance and enhance the learning experience of students with disabilities.

Rewards can be used as a form of positive reinforcement to motivate students with disabilities and encourage them to engage in learning activities. A study found that teachers who used positive reinforcement, such as praise and rewards, were likelier to have positive outcomes for students with disabilities (Rafi & Sami, 2020).

Moreover, rewards can also have a positive impact on participants' own motivation and job satisfaction. Another study found that teachers who felt appreciated and valued by their students and colleagues were likelier to have a positive attitude toward their job and perform better in their teaching (Toropova et al., 2021).

However, it is essential to note that rewards should be used appropriately and not solely as motivation. Teachers should also focus on creating a positive learning environment and using effective teaching strategies to ensure positive academic outcomes for students with disabilities.

In summary, fulfillment in impactful teaching can be an effective strategy to improve participants' teaching performance and enhance the learning experience of students with disabilities. However, it should be used appropriately and with other effective teaching strategies.

Holistic Student-Centered Teaching. The theme of participants' teaching performance in handling learners with disabilities also includes the importance of a holistic student-centered teaching. The literature suggests that a friendly and compassionate approach can improve participants' teaching performance and the learning experience of students with disabilities.

A holistic student-centered teaching involves building positive relationships with students with disabilities, showing compassion, and creating a supportive learning environment. A study found that a friendly and supportive approach improved participants' self-efficacy in teaching students with disabilities and led to positive academic outcomes for students (Sharma & Ghosh, 2023).

Moreover, a friendly approach can also improve the social and emotional well-being of students with disabilities. A study found that a positive teacher-student relationship was associated with improved social and emotional outcomes for students with disabilities (Wang, 2022).

However, it is essential to note that a friendly approach should maintain the academic rigor and expectations of participants' teaching. Teachers should maintain high academic standards while providing a supportive and compassionate learning environment for students with disabilities.

In summary, a friendly and compassionate approach can improve participants' teaching performance and the learning experience of students with disabilities. It can also improve the social and emotional well-being of students with disabilities. However, academic

rigor and expectations should not be compromised.

Promoting Passion and Purpose in Teaching. The theme of participants' teaching performance in handling learners with disabilities also includes inspiring other teachers to improve their teaching practices for students with disabilities. The literature suggests that by sharing their experiences and practical strategies, participants can encourage other teachers to adopt a more inclusive and supportive approach to teaching students with disabilities.

One study explored the impact of teacher leadership on improving the quality of inclusive education. They found that when teachers with experience in teaching students with disabilities shared their expertise with their colleagues, it resulted in better student outcomes and improved teacher confidence and motivation (Passmore et al., 2020).

Another study examined the impact of a professional development program on teachers' attitudes and practices toward inclusion of students with disabilities. The program included opportunities for teachers to learn from experienced teachers and share their experiences. The study found that the program effectively improved teachers' attitudes and practices toward inclusion (Kazmi et al., 2023).

Therefore, participants' teaching performance in handling learners with disabilities can benefit their students and promoting passion and purpose in teaching to adopt more inclusive and supportive teaching practices. By sharing their experiences and effective strategies, participants can help create a system of education that is more inclusive and equal.

Participants' teaching performance in handling learners with disabilities can build passion and purpose in teaching to adopt more inclusive and supportive teaching practices. By sharing their experiences and effective strategies, participants can help make education more accessible and equal.

Comparison of Findings with Existing Studies

Experiences of the participants as teachers implementing inclusion of learners with disabilities

Based on the discussion, the emergent themes can be categorized into these categories: nurturing guidance, inclusive adaptation, remarkable moments, effective teaching, and challenges. The findings of this study are consistent with existing studies that have investigated the experiences of teachers implementing the inclusion of learners with disabilities.

Regarding nurturing guidance, the importance of patience and creativity has been consistently highlighted in previous studies. The need for teachers to have a positive attitude and a supportive approach towards learners with disabilities has also been emphasized. Regarding inclusive adaptation, the importance of recognizing and accommodating differences in abilities, skills, and behavior has been highlighted in previous studies. Moreover, the need for teachers to provide individualized support to learners with disabilities has also been emphasized (Yuen et al., 2022).

Regarding effective teaching, the findings of this study are consistent with previous research in highlighting the importance of simplifying lessons and using various methods of instruction to accommodate the various demands of students with impairments. The need for teachers to encourage learners to act and behave appropriately has also been emphasized. Finally, the challenges described by the participants in this study, including disciplining learners, managing their behavior, and conducting other activities, have also been noted in previous research (Rosado et al., 2022).

In conclusion, the findings of this study are consistent with existing research that emphasizes the importance of nurturing guidance, inclusive adaptation, effective teaching, and navigating classroom dynamic when implementing the inclusion of learners with disabilities.

Coping mechanisms of the participants as teachers on the inclusion of learners with disabilities

The findings of this study on coping mechanisms of teachers handling learners with disabilities are consistent with previous research. For example, individualization of instruction has been emphasized in several studies as an effective coping mechanism for teachers. The use of different modes of instruction and the importance of adapting teaching strategies to meet the diverse needs of learners with disabilities have also been highlighted in previous research (Khazanchi & Khazanchi, 2022)

The importance of patience and understanding in dealing with learners with disabilities has been consistently noted in previous research. Using rewards and motivation to encourage learners with disabilities has also been emphasized as an effective teacher coping mechanism (Meindl et al., 2020).

Moreover, the importance of parent support in addressing inclusion challenges has also been highlighted in previous studies. Using visuals and creativity in teaching and effective time management have also been noted in previous research as effective teacher coping mechanisms (Rosa & Menezes, 2019).

To sum up, the findings of this study are consistent with existing research that emphasizes the importance of individualization of instruction, adapting teaching strategies, patience and understanding, use of rewards and motivation, parent support, use of visuals and creativity in teaching, and effective time management as coping mechanisms for teachers handling learners with disabilities.

Lessons learned from the participants as teachers on the inclusion of learners with disabilities

The findings of this study on the teaching performance of teachers handling learners with disabilities align with some previous research. For example, the responsibility of teachers towards their learners has been emphasized in previous studies as a critical factor in teaching learners with disabilities. The importance of balancing personal and professional relationship between teachers and learners with disabilities has also been noted as a vital aspect of teaching performance (Francois, 2020; Horn et al., 2019).

Similarly, the use of rewards and motivation to encourage learners with disabilities has been highlighted in previous research. The importance of teaching values and instilling a sense of satisfaction in learners with disabilities has also been noted in previous studies (Montero, 2020).

Moreover, the friendly approach of teachers towards learners with disabilities has been emphasized in previous research as an effective teaching performance strategy. The need for patience, understanding, and love while teaching learners with disabilities has also been noted in previous studies (Montero, 2020; Horn et al., 2019).

In conclusion, the findings of this study align with previous research on the importance of responsibility, socialization, bonding, rewards, values, holistic student-centered teaching, patience, understanding, and love as crucial factors in the teaching performance of teachers handling learners with disabilities.

Conclusion

For the overall conclusion, this study on the experiences of teachers handling learners with disabilities, coping mechanisms of the participants with the challenges handling learners with disabilities, and participants' teaching performance in handling learners with disabilities provided valuable insights into the complexities of inclusive education. The findings of these studies are consistent with existing research, emphasizing the importance of nurturing guidance, inclusive adaptation, effective teaching, and coping mechanisms for teachers. These studies highlight the need for teachers to have a positive attitude, individualize instruction, adapt teaching strategies, use rewards and motivation, and have parental support. Additionally, the studies underscore the importance of responsibility, balancing personal and professional relationships, values, holistic student-centered teaching, patience, understanding, and love as crucial factors in the teaching performance of teachers handling learners with disabilities. These findings have practical implications for teacher education programs, policymakers, and schools to equip teachers better to implement inclusive education and support learners with disabilities effectively.

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