



AMERICAN JOURNAL OF INTERDISCIPLINARY RESEARCH AND INNOVATION (AJIRI)

ISSN: 2833-2237 (ONLINE)

VOLUME 3 ISSUE 2 (2024)

**PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA**

Assessing the Approaches and Challenges Encountered by Primary School Teachers in Managing Inclusive Classrooms

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Article Information

Received: April 10, 2024

Accepted: May 18, 2024

Published: May 21, 2024

Keywords

Early Childhood Education, Inclusion, Inclusive Classroom, Primary Teachers' Approaches and Challenges Encountered, Descriptive Correlation, Cebu, Philippines

ABSTRACT

This study assessed how primary education teachers who handle inclusive classrooms utilized the teaching approaches and the challenges they experienced. This descriptive correlation study had 30 purposively selected teacher respondents who answered the researcher-made survey questionnaire containing ten indicators for the teaching approaches used and the ten challenges encountered. The data gathered were treated using descriptive and inferential statistics. The findings revealed that the respondents' perceptions of their teaching approaches in managing the mainstream classroom in terms of: managing teacher-student interaction were generally positive opinion of the teaching methodologies used to manage teacher-student interaction; classroom conduct and demeanor was diverse; fostering logical development was favorable tendency towards it; and there was a general alignment with constructivist teaching methods but emphasizing opportunities for improvement. The respondents' perception of the challenges encountered in fulfilling their role in an inclusive education setting highlighted the need for better teacher preparation, curricular adaptation, and inclusive and collaborative education. Targeted professional development, curriculum reform, and stronger parent partnerships could improve inclusive education and help all students succeed academically and socially. There was no significant relationship between teacher-student interactions and fostering logical development, and challenges experienced by the teachers. There was a significant relationship between the classroom conduct and demeanor, implementing a constructivist teaching approach and the challenges experienced by the teachers. It is recommended that educational institutions and policymakers should prioritize inclusive education teacher competency through focused professional development and collaboration among all stakeholders.

INTRODUCTION

Global educational discourse has increasingly focused on inclusive education, which integrates all learners into mainstream education regardless of their physical, intellectual, emotional, or social characteristics. This paradigm change toward inclusive education demands primary school teachers to adjust their teaching methods to meet the needs of all children, including those with special needs (Buli-Holmberg & Jeyaprabhan, 2016). Teachers must differentiate instruction, use assistive technology, promote cooperative learning, and create a diverse, inclusive classroom. These methods can improve learning for all students by creating a more interesting and supportive school environment (Ahmad, 2015).

Even with the best intentions, inclusive education can be difficult for primary school teachers, especially those without special educational needs (SEN) training. Lack of confidence and skill in differentiating instruction to fit student needs is one of the concerns. Teachers may struggle to adopt individualized education plans (IEPs) or employ assistive technologies for students with disabilities without proper training (Johnson, 2023). Managing classroom dynamics becomes more complex, as teachers have to reconcile the educational demands of learners with SEN with those of their peers, ensuring that no student feels isolated or abandoned, classroom.

Schools typically lack the equipment, technologies, and training instructors need to better help special needs kids (Adebisi *et al.*, 2015). Without collaboration with special education specialists, teachers may feel unsupported and overwhelmed while implementing inclusive approaches (Lujan, 2020). Social misconceptions about disabilities and inclusion can affect the school atmosphere and the attitudes of students without special needs and their parents. Teachers must promote inclusive principles while addressing school community concerns and biases.

Villegas *et al.* (2017) assert the importance of cultivating inclusive practices in schools, emphasizing the essential role of teacher training programs in equipping educators to effectively navigate the challenges of diverse classrooms. Robinson (2017) highlight a significant deficiency in the training of primary school teachers when it comes to effectively managing a diverse range of special educational needs (SEN) in mainstream classrooms. This deficiency serves as the foundation for further investigation into the attitudes and readiness of primary school teachers towards inclusive education. Anastasiou and Hajisoteriou (2022) stress the significance of collaborative efforts between general and special educators. They underline that inadequate training in special educational needs (SEN) might hurt the effectiveness of these collaborations. Holmqvist

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and Lelinge (2021) support that ongoing professional development in special educational needs (SEN) is necessary to improve teachers' skills and knowledge in inclusive environments. Crispel and Kaspersk (2021) corroborate that teachers have difficulties when applying inclusive teaching methods without specialized training in special educational needs (SEN).

Okongo *et al.* (2015) claim that shortage of resources and inadequate training are concerns encountered by teachers in inclusive classrooms. The authors claim that it is necessary to develop more effective techniques to provide support to all learners. The necessity for direct teacher involvement and competence is further emphasized by Butt (2016), who challenges the dependence on teacher assistants as a replacement for professional special educational needs (SEN) training. Adigun (2021) collectively demonstrate the intricacies of adapting instruction in inclusive classrooms highlighting the effectiveness of inclusion from the standpoint of teacher readiness. Adewumi and Mosito (2019) posit that there are negative consequences of the teachers who have inadequate training in handling learners with SEN. Meanwhile, Forlin and Sin (2017) identify the obstacles to successful inclusion, such as insufficient pre-service training and the necessity for continuous in-service training.

Zagona *et al.* (2017) examine the teachers' views of their preparation for inclusive education and collaboration and underscore the importance of teacher training in improving teachers' confidence and abilities in inclusive education. Yada and Savolaine (2017) pinpoint that the training could enhance the self-efficacy among teachers which in turn enhance the teachers' overall attitudes toward inclusive education. Olson *et al.* (2016) emphasize the difficulties in modifying general education curricula to accommodate the varying requirements of all learners, including those with special educational needs (SEN). This underscores the importance of employing adaptable curricular strategies and encouraging teacher innovation. Gray *et al.* (2017) conducted a teacher mental health, school climate, inclusive education and student learning. The findings indicate a favorable relationship between comprehensive training and teacher effectiveness in inclusive environments. Bryant *et al.* (2019) presents a thorough framework that helps teachers adapt their teaching methods to accommodate the varying requirements of students in inclusive classrooms. This perspective on differentiation is essential for knowing how to effectively fulfill the needs of all learners.

Within Palompon South District, Leyte, the push for inclusive education in the Philippines' public elementary schools brings attention to both challenges and possibilities. The Department of Education continues to uphold its commitment to providing inclusive education for all children, regardless of their individual abilities or disabilities, in mainstream classrooms (Gita-Carlos, 2022). However, based on the researcher's initial observation, primary school teachers who may not have received formal

special needs training encounter challenges when it comes to addressing the unique requirements of students with special educational needs (SEN). The current educational approach prioritizes group instruction, which, while effective for larger classes, faces challenges in meeting the specific needs of students with special educational needs (SEN) due to a lack of specialized training. Many educators often rely on a combination of trial and error and peer support when it comes to providing education for students with special educational needs. However, this approach can sometimes result in inconsistent educational quality. Recognizing and aiding students with less apparent learning disabilities continues to be a difficult task for educators who lack formal training, which may result in a lack of personalized attention for students with special educational needs. Hence, this study aimed to assess the 1) respondents' perceptions on the extent of utilization of their teaching approaches in managing the mainstream classrooms in terms of managing teacher-student interaction, classroom conduct and demeanor, fostering logical development, and implementing a constructivist teaching approach. 2) Respondents' perception on the extent of the challenges encountered in fulfilling their role in inclusive education setting. And 3) the correlation between extent of utilization of their teaching approaches and the challenges faced in fulfilling their role in inclusive education setting.

METHODOLOGY

This section presents the research method, respondents, data collection tools, data collection process, and data analysis. This research utilized a descriptive correlational design to test the relationship between significant correlation exist between the extent of utilizing teaching approaches and the level of challenges experienced by the primary education teacher respondents who manage inclusive education classes. A correlational research design aims to determine the relationship between two or more variables without the intent of controlling any of these variables (Becker *et al.*, 2016). This study was conducted at two (2) public elementary schools in Palompon, Leyte, Philippines. Ethical considerations were adhered to before, during and after the data gathering. The teaching approaches in managing mainstream classrooms and experiencing challenges in fulfilling their role in an inclusive education setting were assessed using a researcher-made 5-Likert scale survey questionnaire to evaluate teachers' use of teaching approaches and their encountered challenges in inclusive education. The scale ranged from "Strongly Agree" to "Strongly Disagree". The respondents were thirty (30) teachers, purposively selected for they handled inclusive classrooms, answered the survey questionnaires, and submitted it back to the researcher at their preferred time. The data collected were tallied, organized, summarized, and analyzed using descriptive and inferential statistics. Mean and standard deviation (SD) were used to determine the extent of utilizing teaching approaches and the level of challenges

experienced by the primary education teacher respondents who manage inclusive education classes. Pearson's r was used to test the null hypotheses: there is no significant relationship between the extent of utilizing teaching approaches and the level of challenges experienced by the respondents in fulfilling their role in inclusive education.

RESULTS AND DISCUSSION

This section presents the results of the data gathered from the primary education teacher respondents in terms of utilizing teaching approaches and the level of challenges experienced by the primary education teacher respondents who manage inclusive education classes. It

Table 1: Respondents' perceptions of their teaching approaches in managing mainstream classroom in terms of in managing teacher student interaction

No	Indicators	Std. Dev.	Wt. Mean	Description
1	I encourage my learners to interact with their peers.	0.00	5.00	Strongly Agree
2	I ensure all my learners are treated equally.	0.00	5.00	Strongly Agree
3	I separate the learners who manifest a different behavior	1.29	3.33	Undecided
4	I let my learners play with peers in their spare time.	0.63	4.60	Strongly Agree
5	I discourage my learners to share their food and things with their peers.	1.73	2.87	Undecided
	Average	0.73	4.16	Agree

Legend: 4.20 – 5.00 Strongly Agree (SA); 3.40 – 4.19 Agree (A); 2.60 – 3.39 Undecided (UD) 1.80 – 2.59 Disagree (D); 1.00 – 1.79 Strongly Disagree (SD)

also includes the test of the relationship between these variables.

The findings of table 1 demonstrate a significant agreement among teachers regarding many essential strategies that promote a nurturing and engaging learning atmosphere. The unanimous consensus, with a weighted mean of 5.00, on promoting learner engagement with peers and guaranteeing fair treatment of all learners, demonstrates a proactive approach to fostering inclusive classroom dynamics. These behaviors are essential for fostering a feeling of inclusion and camaraderie among students, which is vital for their social and emotional growth (Kiefer *et al.*, 2015). However, the responses indicate a difference in opinion regarding how to handle learners who exhibit various behaviors, with a weighted average of 3.33 falling into the "Undecided" group. This indicates a range of different tactics or even a lack of agreement on the most effective way to deal with behavioral differences. This could be due to the difficulties of implementing inclusive education without proper training in special needs (Crispel & Kasperski, 2002). Similarly, the ambivalent position on prohibiting learners from sharing food and items with their classmates (weighted mean of 2.87) indicates a sophisticated comprehension of peer relationships, maybe indicating worries around inclusivity against practical

considerations such as sanitation or allergies.

The high level of consensus about the endorsement of students engaging in recreational activities with their peers during their free time (with a weighted average of 4.60) highlights the significance that teachers attribute to social interactions that occur outside of formal classroom settings. This finding is consistent with the idea that unstructured playtime is crucial for the development of social skills and peer connections (Parrott & Cohen, 2020). The average weighted mean of 4.16, which falls under the category of "Agree," suggests that there is a generally positive opinion of the teaching methodologies used to manage teacher-student interaction. This indicates that, although there may be some aspects that are not clear, teachers are mostly dedicated to promoting a learning atmosphere that is inclusive and encourages interaction. The results suggest that there is a requirement for specific professional development and training in inclusive education practices, namely in handling varied behaviors and promoting peer interactions. These programs have the potential to boost teachers' confidence and efficacy in developing inclusive classrooms that meet the requirements of all children. This highlights the importance of teacher preparedness in the achievement of inclusive education (Zagona *et al.*, 2017).

Table 2: Respondents' perceptions of their teaching approaches in managing mainstream classroom in terms of Classroom conduct and demeanor

No	Indicators	Std. Dev.	Wt. Mean	Description
1	I give rewards on my pupils every time they behave and perform well in class.	0.49	4.33	Strongly Agree
2	I give directives on when my learners should discuss in the classroom so that they do not make a noise.	0.77	4.20	Strongly Agree
3	I warn my learners on when to start writing during lesson period so that they do not lose focus.	0.52	4.47	Strongly Agree

4	I ordered my learners to kneel down when they come late in class.	1.05	1.33	Strongly Disagree
5	I shouted on my learners when they misbehave and manifest a different behavior.	1.41	2.53	Disagree
	Average	0.85	3.37	Undecided

Legend: 4.20 – 5.00 Strongly Agree (SA); 3.40 – 4.19 Agree (A); 2.60 – 3.39 Undecided (UD) 1.80 – 2.59 Disagree (D); 1.00 – 1.79 (Strongly Disagree (SD))

The table 2 offers a comprehensive view of the tactics employed by teachers to handle classroom behavior and attitude. It demonstrates a combination of positive reinforcement and directive approaches. The high level of consensus regarding the implementation of rewards for good behavior and performance (weighted mean of 4.33), the establishment of clear guidelines for classroom discussions to reduce noise (weighted mean of 4.20), and the use of warnings to ensure focus during lessons (weighted mean of 4.47) highlights a proactive and well-organized approach to classroom management. The results of this study support the idea that using positive reinforcement and giving clear and consistent instructions can greatly improve classroom behavior and student involvement (Priya, 2016). In contrast, the significant disapproval of instructing students to bow down consequently for being late (with a weighted average of 1.33) and the disapproval of shouting at students for misbehaving (with a weighted average of 2.53) demonstrate a rejection of punitive and potentially embarrassing disciplinary approaches. This position aligns with current educational research that supports the significance of preserving a healthy and respectful learning environment that promotes reciprocal respect and dignity (Hall & Mitchell, 2017).

Nevertheless, the overall average weighted mean for all variables falls into the “Undecided” group (3.37), indicating a nuanced or diverse implementation of these methodologies. This disparity may suggest a more widespread ambiguity or inconsistency in efficiently controlling classroom behavior and attitude in various situations, or it may represent the intricacy of handling numerous classroom behaviors. The results indicate that the primary education teacher respondents have a strong inclination towards utilizing positive and organized approaches to manage their classrooms. However, there is still a requirement for further support and training in implementing effective disciplinary actions. This is especially important in inclusive environments, where the varied needs and behaviors of learners necessitate customized methods. Offering instructors further training and resources to properly handle classroom behavior could improve teaching effectiveness and cultivate a more supportive and inclusive learning environment for all students (Gray *et al.*, 2017). Therefore, these observations highlight the significance of ongoing professional growth and assistance for educators in using evidence-based techniques for managing classrooms that encourage positive behavior and attitude while upholding the dignity of students.

Table 3: Respondents’ perceptions of their teaching approaches in managing mainstream classroom in terms of fostering logical development

No	Indicators	Std. Dev.	Wt. Mean	Description
1	I integrate songs in my lesson so that the learners will easily remember and understand.	0.52	4.47	Strongly Agree
2	I develop the reading and writing skills of my learners through daily practice.	0.51	4.60	Strongly Agree
3	I can help my learners think critically.	0.59	4.27	Strongly Agree
4	I don’t provide higher order thinking skills (HOTS) questions.	1.16	2.07	Disagree
5	I don’t respond difficult questions to my learners.	1.54	2.33	Disagree
	Average	0.86	3.55	Agree

Legend: 4.20 – 5.00 Strongly Agree (SA); 3.40 – 4.19 Agree (A); 2.60 – 3.39 Undecided (UD) 1.80 – 2.59 Disagree (D); 1.00 – 1.79 (Strongly Disagree (SD))

Table 3’s findings reveal an dedication to improving the learners’ cognitive abilities using a range of teaching approaches. Teachers unanimously support the incorporation of songs into classes to enhance memory and comprehension (weighted mean of 4.47). They also emphasize the significance of daily practice in the development of reading and writing skills (weighted

mean of 4.60). These strategies emphasize the use of engaging and repeated techniques to strengthen learning, in line with cognitive theories that propose that music and repetition can greatly improve memory and learning results (Wallace, 1994). In addition, the high level of consensus about their capacity to promote critical thinking skills (weighted mean of 4.27) indicates a focus on cultivating

advanced cognitive talents that are crucial for students' logical growth and problem-solving capabilities (Li *et al.*, 2023). Nevertheless, there is a clear disagreement about the inclusion of higher order thinking skills (HOTS) questions and the ability to answer difficult questions. Respondents had differing opinions on these practices, with weighted means of 2.07 and 2.33, respectively. This disparity may suggest difficulties or hesitancy in carrying out more intricate cognitive activities, either because of limitations in instructor instruction or assurance in properly handling varied learning requirements. Although there are differences, the general average weighted mean is categorized as "Agree" (3.55), indicating a favorable tendency towards promoting logical development. However, there is room for progress in implementing more sophisticated cognitive difficulties.

This highlights the necessity for improved professional development that specifically targets efficient techniques for critical thinking and problem-solving. These skills are crucial in equipping students to tackle the intricacies of real-life difficulties (Prajapati *et al.*, 2017). The findings suggest that although teachers are dedicated to enhancing fundamental cognitive abilities through creative and repeated teaching methods, there is a chance to further include them in developing advanced thinking capabilities. By improving teacher training and support in this field, educators can be empowered to include demanding cognitive tasks confidently and effectively into their instruction. This, in turn, will foster a more comprehensive development of logical and critical thinking abilities among students. Table 4 shows respondents' informed views on

Table 4: Respondents' perceptions of their teaching approaches in managing mainstream classroom in terms of Implementing a Constructivist Teaching Approach

No	Indicators	Std. Dev.	Wt. Mean	Description
1	I provide differentiated activities in my lessons to cater the needs of my learners.	0.35	4.87	Strongly Agree
2	I allow peer tutoring and group activities.	0.46	4.73	Strongly Agree
3	I incorporate play-based instructions.	0.63	4.60	Strongly Agree
4	I don't give feedbacks in every performance task.	1.08	1.80	Disagree
5	I hinder learners who manifest unusual behavior to participate group activity.	1.21	1.80	Disagree
	Average	0.75	3.56	Agree

Legend: 4.20 – 5.00 Strongly Agree (SA); 3.40 – 4.19 Agree (A); 2.60 – 3.39 Undecided (UD) 1.80 – 2.59 Disagree (D); 1.00 – 1.79 Strongly Disagree (SD)

using constructivist teaching methods in mainstream classrooms, stressing active learning and student-centered tactics. The strong consensus on differentiated activities to meet diverse learning needs (weighted mean of 4.87), peer tutoring and group activities (weighted mean of 4.73), and play-based instruction (weighted mean of 4.60) shows a strong constructivist commitment. These methods, based on the constructivist principle that learners learn via experiences and interactions (Vygotsky, 1978), recognise the need to alter teaching methods to engage and deepen learning. However, disagreement on delivering comments for every performance challenge (weighted mean of 1.80) and preventing students with atypical conduct from engaging in group activities are concerning. Reluctance to provide regular feedback may restrict reflective learning and growth, undermining constructivist goals of iterative learning (Watling &

LaDonna,, 2019). Constructivist models promote collaborative learning environments where all students may contribute and learn from each other, so barring children with atypical behaviors from group activities could contradict this inclusive ethos (Dewey, 1938). Despite these variances, the average weighted mean classifies as "Agree" (3.56), indicating general alignment with constructivist teaching methods but emphasizing opportunities for improvement. The findings suggest respondents have a solid basis in constructivist teaching but need further training and support. Teachers could benefit from consistent, constructive feedback and more inclusive methods for students with various behavioral needs (Bryant *et al.*, 2019). Strengthening these components can improve constructivist implementation, creating richer, more inclusive learning experiences for all students.

Table 5: Respondents' perceptions of the challenges encountered in fulfilling their role in inclusive education setting

No	Indicators	Std. Dev.	W t . Mean	Description
1	I encounter difficulties when teaching and adapting the curriculum to cater to students with special needs.	0.59	3.93	Agree
2	I encounter difficulties when teaching and adapting the curriculum to cater to students with special needs.	0.83	3.87	Agree

3	I face challenges related to classroom when managing lessons and instructions for students with special needs.	0.62	4.33	Strongly Agree
4	I encounter difficulties in addressing the social and emotional needs of students with special needs while facilitating lessons and instructions.	0.56	3.20	Undecided
5	I find it challenging to provide individualized attention and effective management for students with special needs in a regular classroom while managing lessons and instructions.	1.25	2.87	Undecided
6	I do not have adequate training and professional development in equipping myself to facilitate and manage lessons and instructions for students with special needs.	0.80	4.27	Strongly Agree
7	I find it so hard to communicate and collaborate with the parents or guardians of special needs students.	0.52	4.53	Strongly Agree
8	I have hardship in motivating the students with special needs to be able to actively participate in lessons, instructions, and other activities.	1.40	1.60	Strongly Disagree
9	I experience difficulties in ensuring better understanding and acceptance among mainstream students towards their peers with special needs in the context of inclusive education.	1.47	2.80	Undecided
10	I have problems in assessing and tracking the academic and behavioral progress of students with special needs.	0.70	3.07	Undecided
	Average	0.87	3.45	Agree

Legend: 4.20 – 5.00 Strongly Agree (SA); 3.40 – 4.19 Agree (A); 2.60 – 3.39 Undecided (UD) 1.80 – 2.59 Disagree (D); 1.00 – 1.79 (Strongly Disagree (SD))

Table 5 shows how educators in inclusive education confront hurdles, highlighting areas where teachers agree on major obstacles. Teachers perceive that modifying the curriculum for special needs children (weighted mean of 3.93 and 3.87) and managing the classroom (weighted mean of 4.33), are tough. Previous research has stressed the importance of adaptability in teaching methods for effective inclusive education (Florian & Linklater, 2010). This suggests a need for more inclusive curriculum and instructional strategies that meet diverse learning needs. The strong agreement on the lack of adequate training and professional development (weighted mean of 4.27) and the difficulty in collaborating with special needs parents or guardians (weighted mean of 4.53) highlights the challenges of creating an inclusive environment. These findings complement literature arguing for comprehensive professional development in inclusive education methods (Ni Bhroin & King 2020) and reveal a crucial gap in teacher training and support. Responses

strongly disagree with the statement that inspiring special needs children to participate actively is difficult (weighted mean of 1.60), demonstrating a perceived ability in engaging these pupils.

Conversely, the undecided stance on addressing the social and emotional needs of students with special needs (weighted mean of 3.20), providing individualized attention (2.87), and ensuring mainstream student understanding and acceptance (2.80) reflects ongoing uncertainties and complexities in meeting the holistic needs of students with special needs in inclusive settings. Respondents “Agree” (3.45) with the challenges of inclusive education. This emphasizes the need for better teacher preparation, curricular adaptation, and inclusive and collaborative education. Haines *et al.* (2015) postulate that the professional development, curriculum reform, and stronger parent partnerships could improve inclusive education and help all students succeed academically and socially.

Table 6: Test of significant relationship between the respondents’ perception their approaches used and the level of the challenges encountered in fulfilling their role in inclusive education setting. (n=30)

Variables in Correlative Inference	Std Dev.	Wtd Mean	Comp. rho	p-value	Results	Decision
Teacher-Student Interactions	0.73	4.16			There is no correlation	Do not reject the null hypothesis
& Challenges experienced by the Teachers			0.3541	0.19536		
Classroom conduct and demeanor	0.87	3.45			A correlation exists	Reject the null hypothesis
&	0.85	3.37	0.6524	0.00839		

Challenges experienced by the Teachers	0.87	3.45				
Fostering logical development	0.86	3.55			There is no correlation	Do not reject the null hypothesis
&			0.3854	0.15600		
Challenges experienced by the Teachers	0.87	3.45			A correlation exists	Reject the null hypothesis
Implementing a Constructivist teaching approach	0.75	3.56				
&			0.7363	0.00175		
Challenges experienced by the Teachers	0.87	3.45				

*Tested at 0.05 level of significance

Table 6 analyses the association between instructors' use of different teaching methods and their challenges in inclusive education with 30 respondents. This analysis is crucial to understanding how instruction affects inclusive classroom issues. The results show no significant link between teacher-student interactions (weighted mean of 4.16, suggesting excellent agreement on utilization) and teacher challenges (weighted mean of 3.45), with a p-value of 0.19536. This implies that teacher-student interactions may not impact teachers perceived problems in adopting inclusive education, suggesting that other factors may be at play. Conversely, classroom conduct and demeanor (weighted mean of 3.37) and teacher challenges (p-value of 0.00839) are significantly related, suggesting that strategies to manage these factors affect teacher challenges. (Flower, *et al.*, 2017) support that effective classroom management practices can mitigate the challenges of inclusive teaching.

A constructivist teaching method (weighted mean of 3.56) is also associated with teacher challenges (p-value of 0.00175). This shows that constructivist practices, which emphasize student-centered learning and active participation, may help teachers overcome these obstacles by improving student engagement and learning (Lee & Hannafin, 2016). Fostering logical development (weighted mean of 3.55) does not correlate with problems (p-value of 0.15600). Teaching logical growth is important, but its direct impact on perceived challenges in an inclusive setting may be limited or influenced by other variables. These data show how multiple teaching methods interact and how inclusive education is difficult. Inclusion teachers may benefit from classroom management and constructivist teaching practices because of the strong relationships. This suggests that instructors require specialized professional development and assistance to manage diverse classes and provide engaging, student-centered learning. Due of the lack of strong correlations in other areas, inclusive education difficulties may necessitate a multidimensional approach that tackles all elements of teaching and learning.

CONCLUSION

The current investigation delved into the teaching approaches and challenges educators encounter in

inclusive education settings, particularly focusing on their perceptions and the interplay between these methodologies and the obstacles they face. The data show that inclusive education techniques have both positive and negative aspects in teacher-student interactions, classroom conduct and demeanor, logical growth, and constructivist instruction. Teachers' high support for inclusive teaching methods such varied activities, peer tutoring, group activities, and play-based instruction shows their dedication to responsive and engaging learning environments. Adaptability and student-centered approaches are crucial to satisfying various learning demands, along with constructivist ideas that promote experiential learning and active student participation (Vygotsky, 1978). However, teachers in inclusive settings face substantial problems, particularly in modifying curricula for special needs pupils and managing classroom dynamics. The various responses to addressing special needs kids' social and emotional needs and offering specialized attention demonstrate inclusive teaching's complexity. The analysis shows a severe professional development and training gap, as seen by strong agreement on difficulties related to inadequate preparation for inclusive education. Curriculum adaptability and special needs kids' social-emotional needs are particularly affected by this gap. Significant relationships between teaching styles and the number of challenges encountered show that improving classroom management and constructivist strategies could help instructors. It can be concluded that teacher preparation, professional development, and support networks are crucial to inclusive education. The commitment to inclusive teaching approaches is clear, but more training and resources are needed to meet the identified issues. Educational institutions and policymakers should prioritize inclusive education teacher competency through focused professional development. Teachers can also overcome inclusive education challenges by working with parents and using community resources. These findings should be expanded into other contexts and used in longitudinal studies to evaluate inclusive education strategies. This comprehensive strategy will corroborate the current study's findings and make education more accessible and egalitarian.

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