

Challenges and Opportunities in Implementing Inclusive Education in School Management

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Abstract. This study explored the challenges and opportunities encountered in implementing inclusive education. The research focused on the existing responsibilities of schools, their effectiveness, and the coping practices employed to address these challenges. Utilizing a phenomenological approach, I conducted semi-structured online interviews with ten participants from Tacunan Elementary School, Tugbok District, Davao City Division. Data analysis revealed three primary challenges: lack of training and resources, negative attitudes and stereotypes, and the need for improved teacher coordination. Teachers coped with these challenges by fostering a positive classroom culture and engaging in self-reflection. The study highlighted the importance of creating an inclusive environment that values diversity and promotes respect. Educational management insights were drawn, emphasizing the promotion of a culture of inclusion and harnessing diversity as a learning resource. By intentionally connecting and building trusting relationships, teachers can foster an environment where all students feel they belong, ultimately leading to a more inclusive and supportive educational setting.

KEY WORDS

1. Challenge and Opportunities 2. School Management 3. harnessing diversity

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1. Introduction

Implementing inclusive education in school management faces challenges such as insufficient resources, inadequate teacher training, rigid curricula, attitudinal barriers, and accessibility issues. However, it also presents significant opportunities, including creating a diverse and enriching learning environment, enhancing social skills and community building, fostering professional growth for educators, improving educational policies and practices, and achieving better academic and life outcomes for all students. Successful implementation requires comprehensive training, collaborative planning, adequate resource allocation, flexible curricula, awareness campaigns, and supportive policies to overcome these challenges and fully realize the benefits of inclusive education. Globally, Over the past 20 years, there have been changes in many different fields of study worldwide governance. The majority of these improvements are readily apparent in the human rights field. Southern Africa's issue was made clearer after the election of a democratic government in 1994. The democratic constitution adopted by South Africa upheld the right to respect, equality, and fairness for everyone. educational, political, and socioeconomic Change took place. After apartheid, the educational

system in South Africa underwent a significant transition as it adopted the democratic values outlined in the Constitution of the Continent of South Africa. (UNESCO 2018) According to UNESCO (2018), inclusive education is a process of addressing and responding to the variety of wants of all learners through cumulative participation in learning culture and communities and reducing their segregation from education. UNESCO (2018) adds that inclusive education aims to enable the entire education system to facilitate learning situations where teachers and learners embrace and welcome the challenges and benefits of diversity. In an inclusive education, learning environments are nurtured whereby individual needs are met, and every student has a chance to prosper. According to Kozleski and Yu (2018), research in inclusive education started in the 1980s. By then, it was framed as an alternative to special education. Inclusive education later expanded its activities in schools and the school system to increase access, participation, and opportunities for marginalized learners. Mwambo (2018) states that the term inclusive education was coined due to the Salamanca Conference of 6th-7th June 1994 in Salamanca, Spain, organized by UNESCO. This conference advocated for children's rights to education, with special emphasis on children with special needs. The Salamanca conference was an international inclusive education stakeholders' forum that provided a framework on how children with special needs should be accommodated in education systems all over the World. Possi and Milinga (2018) confirm that the government of Tanzania ratified the 1994 Salamanca statement, which emphasized the need to provide primary education to exceptional individuals in Tanzania. The Salamanca Statement and Framework for Action have reinforced the obligation for schools to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Mambo (2018) reveals that the

government of Tanzania ratified inclusive education conventions and agreements, including the Salamanca Statement of 1994 and the UN Convention of the Rights of Persons with Disabilities (2018), and prepared National Inclusive Education Strategies of 2014-2017. The current inclusive education strategy of 2018-2021 aims to provide a better and more inclusive education environment for children with special needs. As a result of the Salamanca statement, the Government of Tanzania put in place some strategies that would ensure the proper implementation of the inclusive education agenda. Among the strategies put in place was the formulation of the Primary Education Development Plan (PEDP)1 of 2002-2006 and PEDP 2 of 2007 -2011. Mwambo (2018) argues that these plans aimed to translate Tanzania Development Vision 2025 and the education and training policy of 1995 into specific priorities and achievable targets and to realize the goals and targets agreed upon in the Salamanca statement and the framework of actions of 1995, Dakar Framework of Action for Education for All (EFA) and the summit for Millennium Development Goal (MDGs). The implementation of inclusive education in Tanzania started in 1998 in Temeke Municipality in the Dar es Salaam region when the Ministry of Education, the Salvation Army, and UNESCO conducted a pilot study (Mwambo, 2018). In the Philippines, Currently, inclusive education schools are found in all regions. According to Moranto (2018), the history of inclusive education is divided into four phases, which are the phase of segregation, extermination, and total isolation of people with disabilities in all aspects of life. In the first phase, people with disabilities all over the world did not have access to education at all. The second phase is the institutionalization phase. In this phase, institutions to accommodate persons with disabilities were formed in the Western World. The third phase was about integration and mainstreaming. Integration means including people with disabilities

in regular settings for a particular period of time based on their skills. On the other hand, mainstreaming means that children with disabilities have little time for networking with their non-disabled peers as they attend special classes for most time of the day. The fourth and last stage is the transition stage from integration to inclusion (Resureccion, 2018). Inclusive education, which will be discussed in this study, is, therefore, the one that commences from the fourth stage. Amaranto (2018) considers inclusive education as integrating learners with special needs into general education classes, primarily for social purposes. He further notes that inclusive education entails all activities that ensure the integration of students physically, instructional, and socially, irrespective of their disabilities. Inclusive education brings diverse learners, families, educators, and community members together to create schools and social institutions based on acceptance and belongingness to the community. Mendez (2018) argues that inclusive education is a broader field of special education. It challenges the previous forms of special education and its practices. Corpuz (2019) maintains that special education has failed to provide education for all learners. The history of special education has progressed from the separation and integration or mainstreaming to inclusion with a new inventiveness in the area of special needs education which deliberates people with special needs into a broader viewpoint. Inclusive education is, therefore, a holistic, contemporary, and up-to-date mechanism of accommodating children with special needs in the regular education systems. Reyes (2018) asserts that inclusive education allows all children to partake in general education programs. They add that inclusive education is a social equity and is fundamentally a social construction viewpoint in which students with disabilities get socially accommodated by all school community members. Inclusive education transmits mainstreaming, integration, normalization,

least restrictive environment, deinstitutionalization, and regular education ingenuities. Limama (2018), states that the core aim of inclusive education is to enhance the human right access to education as stated in the Universal Declaration of Human Rights by recognizing diversity as the main characteristic of humanity. As a human right, all individuals must attain education regardless of their differences. Persons with disabilities have no exception when it comes to education. And indeed, education should not be discriminative. It should be inclusive to accommodate children with disabilities in the social structures to enable them to get integrated into society for their own and national development. UNICEF (2018) asserts that inclusive education is a key factor in attaining a quality education. In other words, there can never be quality education without inclusive education. UNICEF adds that quality education can only be attained when the education systems embrace diversity and allow every child, including children with disabilities (CWDs), to study together, receiving inclusive quality education that provides them with the learning required for life. According to the Open Society Foundation (2019), inclusive education provides better quality education for all children as it embraces diversity and socialization among children with different backgrounds. Inclusive education helps teachers to train children on how to interact with the external world outside their families. This enhances social relationships and interactions. Open Society Foundation adds that inclusive education enhances respect and understanding among children with diverse abilities and backgrounds as they play, socialize and learn together. Mwambo (2018) and Possi and Milinga (2019) have stipulated the challenges facing inclusive education in Tanzania. They point out that some challenges include insufficient funds to implement inclusive education policies, adequate teaching and learning facilities, absence of support services, lack of supportive infras-

structure, and lack of properly trained personnel. They further note that stigmatization, physical punishment, nuisance, and exclusion by teachers' students, and other community members are serious challenges facing inclusivity in education in the country. Several scholars have put forward some suggestions to improve the implementation of inclusive education in Tanzania. Mbwambo (2018) and Hamad (2018) suggest that the Ministry of Education should provide inclusive education courses to all teachers. They also recommend that inclusive education be accommodated in the teachers' training curriculum so that all teachers get the knowledge that they can apply in their schools. Also, they suggest that policymakers should formulate adequate policies and regulations to accommodate the need to implement quality education in the country. Furthermore, they recommend that the central government allocate enough of the budget to the Ministry of Education to meet the need for inclusive education. Lastly, they suggest that since parents should play a vital role in providing their children's education, they should always support the teachers. This will motivate teachers to teach children with special needs with commitment. Inclusive education currently requires more support. This is from teachers and parents who provide moral support in difficult times for students with disabilities. Parents can provide a statement that the teacher has explained all the information needed regarding their children. Parents also appreciate the performance and have high expectations of teachers in schools. The services provided by the teacher make parents satisfied in carrying out the activities. Parents also appreciate the teachers and provide confidence in providing guidance and education for their children. As a policy initiator, the government contributes to and is accountable for improving the quality of education in Indonesia through government authority drawn from the inclusive education system's policy. The international policy describes inclusive education as a political ideal and decision in educational practice, beginning with a definition and a special focus on students with special needs and to 'create a community for all students. The primary goal of inclusive special education is to guarantee that kids with disabilities receive a quality education. In terms of receiving special facilities or public facilities from an early age to high school education. With the hope of achieving maximum inclusion and full community participation when they finish high school. By research, where society 5.0 is a picture of changes that occur in individuals in the world, not only in conceptual developments but also in practice, which is supported by internal and external governments.

1.1. Purpose of the Study—The purpose of this research study was to explore the contribution of school culture in implementing inclusive education in Tacunan Elementary School, Tugbok District, Davao City Division, identify teachers' perceptions of inclusive education in school management, and its challenges and opportunities. With all the lessons learned during the past years, schools in the Philippines were more than prepared for the full implementation of inclusive education. Constant communication and orientation of all school community members or stakeholders had to be done to ensure that everybody was aligned. This study also aimed to identify their coping mechanisms to address the said challenges. This was to know the different challenges that teachers experienced in dealing with children in an inclusive environment.

1.2. Research Questions—The study investigated teachers' perceived Servant Leadership practice among school heads. Specifically, it aimed to answer the following questions:

- (1) What are the challenges and opportunities in implementing inclusive education?
- (2) How do teachers cope with the challenges in implementing inclusive education?

(3) What educational management insights are drawn from the findings of the study?

1.3. Definition of Terms—**Inclusive Education**- all children in the same classrooms and schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities but speakers of minority languages too. **School Management**- The school of the University offering programs of study in the areas of management and its allied subjects **School Culture**- The guiding beliefs or ethos, underlying assumptions, expectations, norms, and values that give a school its identity, influence the way a school operates and affect the behavior of principals, teachers, support staff, and learners.

1.4. Significant of the Study—The highlights of the study were significant to the following:

DepEd Officials: Policy/program implementors could have used the results of this study to create policies and programs that assist teachers in better-implementing teaching and learning. **Teachers:** Teachers were given insight into other teachers’ experiences and challenges when dealing with learners during face-to-face classes. This helped them prepare by providing an idea of how to solve problems that might occur while utilizing the approach. **Stakeholders:** The study helped identify systems that needed to be intensively and extensively incorporated into educational institutions’ strategic planning, from top management down to the lowest level of their organizational structure. **Learners:** It helped them better understand that learning must continue in an inclusive environment and that it is not a hindrance to achieving educational goals. Lastly, this research would have helped other researchers if they wished to conduct a similar or comparative study.

1.5. Theoretical Lens—This study was anchored in Behaviorism theory. Behaviorism theory was established by John B. Watson and Burrhus G. Skinner in the 19th century. These psychologists focused on observable, quantifiable events and behaviors. They claimed that science ought to take into account only apparent indicators. They helped make psychology more relevant by viewing it as something that could be precisely measured and understood and not just grounded in sentiments. Watson and Skinner supposed that if given a group of infants, the way they were raised and the environment they were put in would be the ultimate decisive factor in how they behaved, rather than the influence of their parents or genetics. Western Governors University (2020) asserted that Behaviorism is a prevalent concept that emphasizes how students learn. Behaviorism focuses on the idea that all behaviors are learned through interaction with the environment. The theory states that behaviors are learned from the context and that inborn factors have little impact on one’s behavior. Behaviorists argue that learning takes place when there is a behavior change. They asserted that one’s behavior occurred when consequences were allied with stimuli and response and were maintained by reinforcement. Al-Shammari, Faulkner, and Forlin (2019) asserted that the vital principle of behaviorism that supports education is that behavior is learned. Behavior is governed by the context in which it transpires; hence, teaching and learning can be equated to changing behavior. Additionally, behavior was governed by what follows actions and is observable. Behaviorism theory was related to the best practices in inclusive education because classroom conditions are the basis of functional behavioral analysis. The theory was very applicable in inclusive education because there have

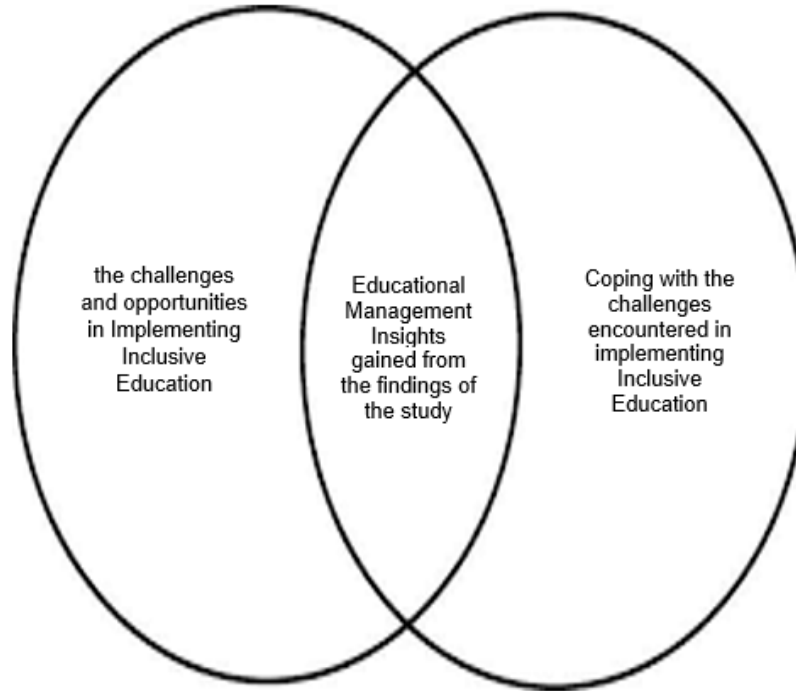


Fig. 1. Conceptual Framework of the Study

been many biases against vulnerable students accessing education services. The root cause of this has been reported to be the negative attitude of society toward children with disabilities or those from marginalized populations. This is in line with the findings by the Liliane Foundation, which argued that about 65 million school-aged children in developing countries have disabilities, out of which 50 are out of school. Additionally, in places like Asia, Africa, and Latin America where poverty is high, less than 10 percent of children with disabilities have ever been in a classroom. Even those children with disabilities who are in school are less likely to stay or be promoted. Children with disabilities are similarly often excluded from mainstream education. Nevertheless, a child's disability was not the main barrier to education. The most significant barriers include the attitudes of people in society (Liliane et al. (2017), Mbwambo (2005). In this regard, to achieve inclusive ed-

ucation, we need a total change in behavior and the cultural setups and beliefs of the entire society As shown in Figure 1, the study's conceptual framework was presented. As seen in the figure, there were three interconnected variables. The experiences of teachers in inclusive learning, a qualitative inquiry that allowed researchers and teachers to provide the necessary skills, knowledge, and focus on engaging in meaningful inquiry about their professional practice, enhanced this practice and effected positive changes concerning the educative goals of the learning community. There was a genuine concern, as could be viewed with the first circle, which interlinked with the second circle; however, the center of the two circles determined a connection between exploring teachers' experiences when it came to learning with the learners. This was important for improving the teaching and learning process for the curriculum.

2. Methodology

This chapter introduced the methods used in conducting the study and gathering data. This also included the research design, philosophical assumptions, research participants and sampling, data collection, research instrument, the trustworthiness of the study, and ethical considerations. The three most common qualitative methods were participant observation, in-depth interviews, and focus groups. Each method was particularly suited for obtaining a specific type of data. Participant observation was appropriate for collecting data on naturally occurring behaviors in their usual contexts. In-depth interviews (IDI) were optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when exploring sensitive topics. Focus groups were effective in eliciting data on a group's cultural norms and in generating broad overviews of issues of concern to the cultural groups or subgroups represented. Patton (2022) defined phenomenology as inquiry that asks, "What is the structure and essence of the experience of this phenomenon for these people?" The goal of this research aligned well with this definition in trying to understand the experiences of the school heads in the new normal as they tried to compare its implementation then and now. Giorgi (2007) cautioned researchers to be prepared for an investigation greater in depth and breadth than the offered description implied. He suggested that information be viewed as only the tip of the iceberg.

2.1. Philosophical Assumptions—The philosophical assumption was a framework used to collect, analyze, and interpret the data collected in a specific field of study. It established the background used for drawing conclusions and making decisions. Typical philosophical assumptions had different types and were elaborated below. Good research involves selecting the topic, problem, area of interest, and paradigm. Decent study tasks began with the scope of the topic, problem, or area of interest, as well as the paradigm. Stanage (2007) traced the 'paradigm' back to its Greek (paradeigma) and Latin origins (paradigm), meaning pattern, model, or example. A paradigm was the patterning of a person's thinking; it was a principal example among examples, an exemplar or model to follow according to which design actions were taken. Differently stated, a paradigm was an act of submitting to a view (Stanage 2007). This view was supported by Denzin and Lincoln (2000), who defined a research paradigm as a "basic set of beliefs that guide action", dealing with first principles, 'ultimates', or the researcher's worldview or philosophy. Ontology. This part of the research pertained to how the issue related to the nature of reality. According to Creswell (2012), reality was subjective and multiple, as seen by participants in the study. The ontological issue addressed the nature of reality for the qualitative researcher. Reality was constructed by individuals involved in the research situation. Thus, multiple realities existed, such as the realities of the researcher, those of individuals being investigated, and those of the reader or audiences interpreting the study. In this study, the participants discussed the realities of the implementation of the curriculum in the past and the present and examined their ways of coping with the implementation in the new normal. I relied on the voices and interpretations of the participants through extensive quotes and themes that reflected their words and provided evidence of different perspectives. The participant's answers to the study were coded and analyzed to build and construct the commonality and discreteness of responses. I ensured that the participants' responses were carefully coded to ensure the reliability of the result. The researcher upheld the authenticity of

the responses and avoided personal bias as the study progressed. Epistemology. This referred to the awareness of how knowledge claims were justified by staying as close to the participants as possible during the study to obtain firsthand information. Guba and Lincoln (2019), as cited by Creswell (2023), stated that on the epistemological assumption, the researcher attempted to lessen distance from the participants. They suggested that the researcher collaborates, spends time in the field with participants, and becomes an "insider." Based on Davidson (2020) and Jones (2021), I identified phenomenology using thematic analysis as the best means for this type of study. In this regard, individual researchers "hold explicit belief. This study intended to gather information from the participants about how they implemented the program following the guidelines set by DepEd. I ensured to establish a close interaction with the participants to gain direct information that would shed light on the knowledge behind the inquiry, particularly on the teachers' experiences and coping

2.2. *Qualitative Assumptions*—In this study, the teachers' experiences from Tacunan Elementary School, Division of Davao City, were gathered through an In-Depth Interview (IDI), and their coping strategies were extracted from the participants. The researcher's inquisitiveness about the experiences of the School Heads became the basis for conducting qualitative research, a method which Kalof and Dietz (2008), as cited from Gerodias (2013), considered helpful in exploring "meanings and motivations that underlie cultural symbols, personal experiences, and phenomena. By using phenomenology, this need was addressed by presenting the stories of the teachers in a manner that, as David (2020) wrote, highlighted the themes, symbols, and meanings of their experiences. Phenomenological research was based on two premises. The first was that experience is a valid, rich, and rewarding source of knowl-

strategies in implementing the program in the new normal. Axiology. This referred to the role of values in research. Creswell (2023) asserted that the role of values in a study was significant. Axiology suggested that the researcher openly discussed values that shaped the narrative and included their own interpretation in conjunction with the participants' interpretation. I upheld the dignity and value of every detail of information obtained from the participants. The researcher understood the personal and value-laden nature of the information gathered from the study. I, therefore, preserved the merit of the participants' answers and carefully interpreted the answers in light of the participants' interpretations. Rhetoric. This philosophical assumption stressed that the researcher might write in a literary, informal style using the personal voice, qualitative terms, and limited definitions. In the study, the researcher used the first person to elucidate the teachers' experiences as they adapted to the new mode of learning implementation amidst the pandemic.

edge. According to Becker (2022), as cited in Morrissey Higgs (2006), experience is a source of knowledge and shapes one's behavior. From this definition, human experience was viewed as a cornerstone of knowledge about human phenomena and not as an unreliable source. The second premise of phenomenological research lay in the view that the everyday world was a valuable and productive source of knowledge and that we could learn much about ourselves and gain key insights into the nature of an event by analyzing how it occurs in our daily lives (Morrissey Higgs, 2019). By using phenomenology, which concerns the "what" and the "how" (Moustakas, 2019), the researcher hoped that the subjective experiences and perspectives of the participants would provide insights into how the program was implemented before COVID-19 and the present execution of the program.

2.3. *Design and Procedure*—This study utilized a qualitative phenomenological research design. The phenomenological design described the interpretations of the participants from their experiences. The participants were required to respond to the questions provided to them via Google Forms. Afterward, depending on the situation, they were requested to participate in a Focus Group Discussion virtually and face-to-face. At the end of this study, themes and common patterns were extracted from their responses (Jamon Cabanes, 2019). They decided to use a qualitative phenomenological research design because they wanted to dwell on the individual experiences of the teachers under the new normal in Philippine public education. There were 10 school heads as participants in the study who had firsthand experiences in the new normal in Philippine public education. The data gathered were recorded, transcribed, and validated to extract the firsthand experiences of the strengths, weaknesses, opportunities, and threats in the new normal in Philippine public education from the secondary teachers' lived experiences. The Colaizzi method of data analysis was used in a phenomenological research design. This was purely academic. The partic-

2.4. *Research Participants*—Purposive sampling was applied to the selection of the research participants. Purposive sampling was a technique in which the researcher relied on his or her judgment when choosing population members to participate in the study. It was a non-probability sampling method, and it occurs when elements selected for the sample are chosen by the researcher's judgment. Researchers often believe they can obtain a representative

2.5. *Ethical Considerations*—Creswell (2019) emphasized that qualitative researchers faced many ethical issues that surfaced during

participants signed the informed consent, and this study had no risk. They could withdraw as participants of the study at any time. Ethical considerations and safety health protocols were followed. Phenomenology was an approach to qualitative research that focused on the commonality of a lived experience within a particular group. The fundamental goal of the approach was to arrive at a description of the nature of the particular phenomenon (Creswell, 2013). Typically, interviews were conducted with a group of individuals who had firsthand knowledge of an event, situation, or experience. The interview(s) attempted to answer two broad questions (Moustakas, 1994): What had you experienced in terms of the phenomenon? What contexts or situations have typically influenced your experiences of the phenomenon (Creswell, 2013)? Other forms of data, such as documents, observations, and art, might also have been used. The data were then read and reread and culled for like phrases and themes that were then grouped to form clusters of meaning (Creswell, 2013). Through this process, the researcher could construct the universal meaning of the event, situation, or experience and arrive at a more profound understanding of the phenomenon.

sample by using sound judgment, saving time and money (Black, 2010). In this study, suitable samples include public school teachers, either male or female teachers, in Tacunan Elementary School, Tugbok District, Davao City Division. Seven informants were part of the in-depth interview. Moreover, coding was used to protect the identity of the participants. IDI-FT1 to IDI-FT7 were used for the informants of the in-depth interview.

data collection, analysis, and dissemination of qualitative reports. In this study, the researcher dealt with former teachers in public schools.

To ensure an authentic response from the participants, the researcher was responsible for exercising extra caution and maintaining the confidentiality of the study. The rights of the participants were extremely considered. Besides, they were not forced to be part of the study when they refused. In protecting the identity of the participants, Glesne and Peshkins (2019) suggested that providing and assigning numbers or aliases could protect the anonymity of the participants. In this study, I used codes to protect the identity of the participants. Added to this, as the researcher, I explained the purpose and significance of the study. The participants were allowed to ask the researcher questions about the nature of the study. This certified that the information was clear to the participants. Moreover, the participants' data gathering and participation were guided by the Informed Consent Form, which the chosen participants signed. Lastly, the results and findings were returned to the participants for verification. The transcriptions of the recorded interview were kept private. Furthermore, each participant was advised that they had the right to withdraw their information at any time up to the completion of the data collection process and that they could be requested and allowed to verify their transcript after the interview. This allowed the participants to amend or remove any information they felt might identify them. The researcher reserved the right to employ pseudonyms and change names and/or non-significant dates in the interest of protecting the identity of the participant in all subsequent data analysis and reporting. Qualification of the Researcher. The researcher ensured that he or she was qualified to conduct the study. The researcher had completed the academic requirements and passed

the comprehensive examination before thesis writing, which was the last requirement to obtain the master's degree, and the researcher was qualified to conduct the study physically, mentally, emotionally, and financially. In addition, the advisee-adviser tandem ensured that the study would reach its completion. Adequacy of Facilities. The researcher strived to complete the study successfully at the specified time and that he or she was equipped with the necessary resources. Likewise, the technical committee helped enhance the paper by giving the needed suggestions and recommendations. Also, the researcher ensured that he or she had enough funds to continue and finish the research. Thus, it was hoped that this study would be completed at the target time. Community Involvement. The researcher showed respect for the local traditions, culture, and views of the respondents in this study. Moreover, this study was not involved in any use of deceit in any stage of its implementation, specifically in the recruitment of the participants or methods of data collection. Furthermore, the researcher necessarily expressed great pleasure in the wholehearted participation of the interviewees in the conduct of the study. Plagiarism and Fabrication as the researcher. The researcher respected other works by properly citing the author and rewrote what someone else had said in his or her own way. The researcher also always used quotes to indicate that the text had been taken from another paper. Similarly, the researcher assured that honesty was present in working on the manuscript and no intentional misrepresentation and making up of data and or results were included or purposefully putting forward conclusions that were not accurate.

2.6. *Data Collection*—Data was collected to reproduce real-life communication scenarios in which the participants made oral or written

contributions useful for research purposes and their learning process. Establishing rapport with the participants is an important step that allows

them to provide good data. To collect information, I developed protocols or written forms for recording data, such as interviews or observation. Additionally, I anticipated issues that may hinder or contribute to lost information. In this study, I employed the following data-gathering steps. I asked the Schools Division Superintendent for permission to conduct the study, which I secured. I sent the superintendent a letter explaining the study's objectives and the participants' identification, with an attached copy of Chapters 1 and 2 and the research instrument. I would only start after I received the Superintendent's approval. I asked for permission from the school heads. After securing approval from the SDS, I sent letters to the principals or school heads of the identified schools explaining the study to be conducted in their schools. I obtained consent from the participants and considered the participants' consent as informants of the study a priority; thus, I ensured permission from them and their parents/guardians. The participants were adequately oriented about the whole study process and their

part as participants. I conducted the interview. I used the interview questionnaire to conduct an in-depth interview. I took participants' profiles, took notes, and recorded conversations using a sound recorder for easy transcription. Likewise, I carefully listened and actively responded during the interviews. I was transcribing the interviewees' responses. The researcher would then precisely transcribe them by recalling their answers from the sound recorder. Since the participants used their vernacular language, the researcher translated it into English. Data Coding and thematizing. Categorizing and coding the data would come after the transcription process. Themes were extracted, and participants' data were contrasted and compared. The researcher would then conduct a second round of interviews (FGD) to confirm data requiring more justification and participant feedback. The newly acquired material was carefully analyzed and added to the existing body of knowledge. Then, in order to identify patterns and trends, data were contrasted and compared between the individuals.

2.7. *Data Analysis*—In this study, all the data collected were carefully examined and thoughtfully analyzed. The researcher first described personal experiences with the phenomenon under study. The researcher began with a full description of her own experience of the phenomenon. This was an attempt to set aside the researcher's personal experiences so that the focus could be directed to the participants. She developed a list of significant statements. She then found statements about how individuals were experiencing the topic, listed these significant statements as having equal worth, and worked to develop a list of nonrepetitive, nonoverlapping statements. The

researcher took the significant statements and then grouped them into larger units of information called "meaning units" or themes. She wrote a description of "what" the participants in the study experienced with the phenomenon. Next, she wrote a description of "how" the experience happened. This was called "structural description," the inquirer reflected on the setting and context in which the phenomenon was experienced. Finally, she wrote a composite description of the phenomenon incorporating textural and structural descriptions. This passage was the "essence" of the experience and represented the culminating aspect of a phenomenological study.

2.8. *Framework of Analysis*—

The analytical framework for this study was flexible enough to allow the researcher to either gather all of the data and then analyze it or evaluate it while it was being collected. The data collected was then sifted, charted, and categorized in line with key topics and themes during the analysis stage. This process involved familiarization, coding, developing a thematic framework, indexing, charting, mapping, and interpretation (Ritchie Spencer, 1994). The first step involves thoroughly reading and re-reading all the transcribed interviews. This step was crucial as it allowed the researchers to immerse themselves in the data, ensuring they fully understood the content and context of the participants' responses. By repeatedly engaging with the transcriptions, the researcher began to identify recurring patterns, themes, and nuances that might not be immediately apparent. This process helps build a comprehensive foundation for further analysis. In the second step, I extracted significant statements from the transcribed interviews. These were specific phrases or sentences that directly pertain to the investigated phenomenon. The goal was to isolate the most relevant and impactful parts of the data that would contribute to a deeper understanding of the subject. I distilled the essence of the participants' experiences and insights by focusing on these key statements. The third step involves giving meaning to the extracted significant statements. During this process, I cat-

Thematic Content Analysis. This was used in interpreting the responses made by the key participants in determining the lessons and insights derived from the views of teacher's perceptions and experiences in implementing multicultural education in diverse classrooms. Their responses were processed and conducted through analyses. Transcripts were coded in considerable detail with the focus shifting back and forth from the key claims of the partici-

egorized pertinent quotes into broader themes. This involves interpreting the statements to understand the underlying meanings and implications. By organizing the data into themes, I began to see how different aspects of the participants' experiences relate to each other and the overall phenomenon being studied. I repeated steps 1 to 3 for each interview in the fourth step. This iterative process ensures that all interviews are analyzed in the same thorough manner. By treating each interview individually and then comparing the themes across interviews, the researcher identified commonalities and differences in the participants' experiences. This step was essential for building a robust and comprehensive analysis. After completing the initial analysis of all interviews, I compiled an exhaustive description of everything generated in the previous steps. This comprehensive summary included all significant statements, their meanings, and the themes identified. This step aimed to create a detailed and holistic representation of the data, capturing the full complexity of the participants' experiences. In the sixth step, I summarized the exhaustive description to identify the phenomenon's fundamental structure. This involves distilling the detailed descriptions into a more concise and coherent narrative that highlights the core elements of the participants' experiences. The goal was to clarify the phenomenon's essential features and how they manifest in the participants' lives.

pants to the researcher's interpretation of the meaning of the responses and subjectively interpreted. Meanwhile, the notes that may be obtained from in-depth interview may be transcribed immediately. The researcher may be looking for common themes that may be found among the responses to each question. In this phase, the researcher may use thematic analysis in analyzing the gathered data. Their responses were processed and conducted through analysis.

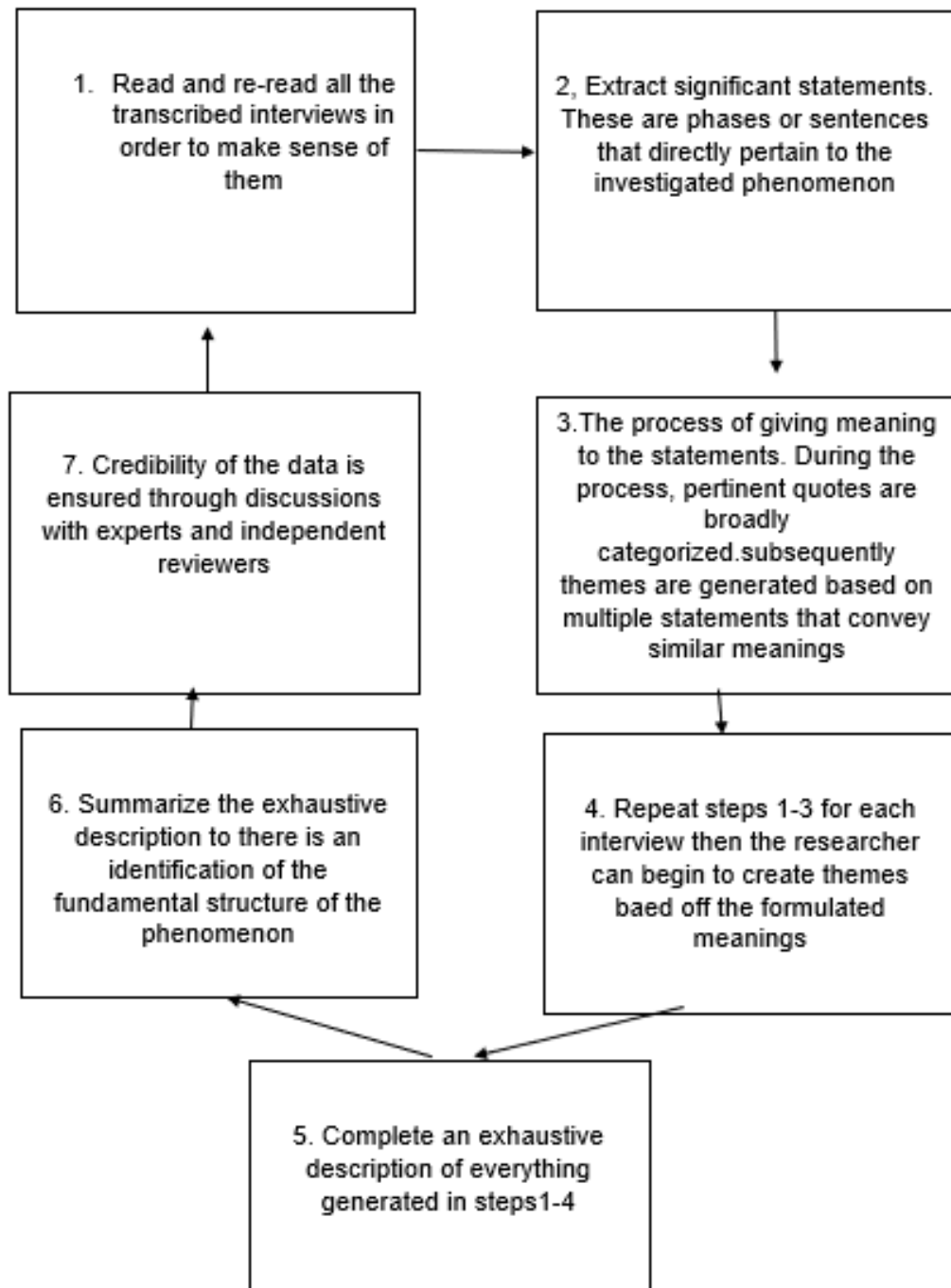


Fig. 2. Analytical Framework of the Study

Transcripts were coded in considerable detail with the focus shifting back and forth from the key claims of the participants to the researcher's interpretation of the meaning of the responses and subjectively interpreted. Meanwhile, the notes that may be obtained from in-depth interview may be transcribed immediately. The researcher may be looking for common themes that may be found among the responses to each question. Environmental Triangulation. Triangulation analysis is a tool developed by Margaret Schuler to help advocates perform a strategic analysis of the issues they are working on. The tool looks at three different aspects: content, structure, and culture. Triangular analysis

2.9. *Trustworthiness of the Study*—Trustworthiness was all about establishing credibility, transferability, confirmability, and dependability. In a qualitative study, trustworthiness is very important because the result and findings of the research study depend on the process of how the researcher conducted it. The trustworthiness of a research study was important in evaluating its worth. Due to the nature of the qualitative study, honesty in all the data and details was required. Trustworthiness made the researcher's study worthy to read, share, and be proud of. The concepts of validity and reliability were relatively foreign to qualitative research. Instead of focusing on reliability and validity, qualitative researchers substituted data trustworthiness. Trustworthiness consists of the following components: credibility, transferability, dependability, and confirmability (Harts, 2016). Credibility contributed to a belief in the trustworthiness of data by observing the attributes of prolonged engagement. To address the credibility issue, the researcher interviewed as many research participants as possible or up to the point of saturation. Transferability was concerned with the extent to which the findings of one study could be applied to other situations. In positivist work, the concern often lies in demonstrating that the re-

is a technique for both analyzing and finding answers to a problem, structured around structure, content and culture in the policy system was done through transcribing, member checking and triangulation. The entire interview transcript and add anything that might have been left out. The information may be shared with the participants in taking circle to ensure that we interpreted the data correctly using triangulation analysis. To achieve a truthful and productive result in a qualitative study, the researcher must possess trustworthiness and credibility. With this, the researcher religiously followed the requirements (Mazuwelics, 2018).

sults of the work at hand could be applied to a broader population since the findings of a qualitative project were specific to a small number of particular environments and individuals. It was impossible to demonstrate that the findings and conclusions applied to other situations and populations. Therefore, to ensure transferability, I acknowledged that it was my responsibility as a researcher to ensure sufficient contextual transformation about the fieldwork sites to enable the reader to make such a transfer. Confirmability associated objectivity in science with using instruments not dependent on human skill and perception. However, it was challenging to ensure real objectivity since, as even tests and questionnaires were designed by humans, the intrusion of the researcher's biases was inevitable. Here, steps had to be taken to help ensure as far as possible that the work's findings were the result of the participants' experiences and ideas rather than the characteristics and preferences of the researcher. Dependability involved participants' evaluation of the findings, interpretation, and recommendations of the study, which were all supported by the data as received from participants of the study. Confirmability is the degree to which the findings of the research study could be confirmed by other researchers.

3. Results and Discussion

Presented in this chapter were the results generated from the analysis of the data from the interview. It presented themes that emerged from the analysis. Along with the themes were comprehensive discussions that answered the study's objectives.

3.1. Challenges and Opportunities of Teachers in Implementing Inclusive Education— The first objective of the study was to explore the teachers' careers and opportunities of teachers in implementing inclusive education. Firstly, the teachers experienced a lack of training and resources.

3.1.1. Lack of Training and Resources— The first theme under the teachers' challenges in implementing inclusive education is the lack of training and resources. Inclusive education is a teaching approach that aims to provide equal opportunities for all learners, including those with disabilities, by adapting teaching methods and materials to meet their individual needs. While inclusive education is beneficial for all students, implementing it can be challenging for teachers, especially those who lack training and resources. Teachers may not have received adequate training in how to teach students with disabilities. As a result, they may not know how to modify their teaching methods and materials to meet the needs of all students in their classroom. Based on the participants' answers, transitioning to a new device to complete assignments has become a necessity, underscored by the laborious and challenging training required for its practical use. The demand to adapt was paramount, as failure meant risking falling behind. As a teacher, this shift represents the most significant transition in my teaching career, marked by its formidable challenges and the urgency to keep pace with technological advancements. Enabling every child to benefit from mainstream education, regardless of their special educational needs (SEN), remains one of the major challenges facing our education systems (Ferguson, 2008). Indeed, improving social participation and the learning opportunities of students with SEN is all too necessary but appears costly at every level, from the policy level (i.e., investment of money to change the education system) down to that of practitioners (i.e., modifying teaching practices to meet students' needs). It is therefore not surprising that teaching staff should express concerns regarding this policy (Sharma and Desai, 2022). Our aim with the present exploratory research is twofold. First, we seek to examine how teachers potentially rank these concerns hierarchically and, second, how said ranking relates to teachers' attitudes toward this policy. The inclusion of students with special educational needs has brought about a genuine upheaval in teachers' daily routines. Indeed, they have gone from teaching relatively homogeneous groups of students for whom a single pedagogical method was used to deal with a student body for whom a single traditional method is no longer sufficient. In addition, while teachers used to be relatively alone in managing the classroom, they must now collaborate with teaching or students' assistants, special education teachers and even paraprofessionals (e.g., speech or occupational therapists, medical doctors). In other words, teaching has changed, and as with all changes and innovations in education, it has given rise to concerns. The literature regarding concerns about inclusive education is extensive, as teachers' concerns were rapidly identified as a hindrance to the full implementation of inclusive education. For our purposes, concerns refer to the "questions, uncertainty, and possible resis-

tance that teachers may have in response to new situations and/or changing demands” (Yan and Deng, 2019, p. 385). In other words, concerns are negative expectations related to a specific event or behavior. Not surprisingly, such concerns are negatively associated with teachers’ attitudes toward inclusive education that is the

3.1.2. Negative attitudes and stereotypes—The second theme related to teachers’ challenges in implementing inclusive education is diverse student needs. Some teachers may have negative attitudes and stereotypes about students with disabilities, which can affect their ability to provide effective support and create an inclusive learning environment. As a dedicated teacher, the prospect of learning new things typically fills teachers with excitement and enthusiasm. Teaching isn’t just a profession but a passion, and teachers thrive on the opportunity to grow and evolve. However, when faced with adapting to new technologies and methodologies, teachers grappled with doubt and uncertainty. Despite their experience as a seasoned educator, they encountered moments of hesitation, questioning whether they could successfully navigate this transition. The comfort of familiarity can often become a barrier to progress,

3.1.3. Coordination among teachers, support staff, and other stakeholders—It poses a challenge in implementing inclusive education. Inclusive classrooms often require interdisciplinary teamwork and collaboration among educators, special education professionals, therapists, and parents to provide comprehensive support to students with diverse needs. However, coordinating schedules, sharing resources, and aligning instructional practices across multiple stakeholders can be challenging and time-consuming. Without effective collaboration and communication channels, efforts to implement inclusive education may be fragmented and in-

more concerns teachers have regarding inclusive education, the less they support the implementation of this policy) and intentions to use inclusive practices the more concerns teachers have regarding inclusive education, the lesser their intentions to endorse inclusive teaching practices; see Miesera et al., 2019).

and they find themselves at a crossroads, torn between the security of their comfort zone and the necessity of embracing change for professional growth. Yet, amidst the uncertainty, teachers recognized the imperative to evolve and adapt to remain effective in their teaching practice. While the journey ahead may be daunting, they shifted my perspective, viewing this transition period as an opportunity for personal and professional development. Embracing change became a conscious choice, driven by a desire to continue honing their skills and enhancing my effectiveness as an educator. Each new challenge allowed me to expand my knowledge and refine my teaching strategies, ultimately empowering me to serve my students better. By embracing change, they embarked on a journey of self-discovery and growth, recognizing that adaptation is essential for survival and fundamental to thriving in an ever-evolving educational landscape.

effective, hindering the overall success of inclusive initiatives. The challenges of collaboration and coordination in implementing inclusive education underscore the importance of establishing effective communication channels and fostering a culture of teamwork among educators and stakeholders. Without such mechanisms, there is a risk of fragmented and disjointed support for students with diverse needs, which can impede their overall academic and social development. By addressing these challenges proactively and promoting collaboration, schools can ensure that all students receive the comprehensive support they need to thrive in

inclusive learning environments. Furthermore, overcoming these challenges requires a collective effort from all stakeholders involved in the inclusive education process. Educators, support staff, administrators, parents, and community members must collaborate to overcome logistical hurdles, share resources, and effectively align instructional practices. By fostering a culture of teamwork and communication, schools can enhance the quality of support provided to students with diverse needs and create truly inclusive learning environments where all students can reach their full potential. Participants discussed that the logistical aspect of scheduling meetings and coordinating activities among different stakeholders presents a significant challenge in implementing inclusive education initiatives. With educators, support staff, therapists, parents, and administrators often juggling multiple responsibilities and commitments, finding mutually convenient times for meetings and collaborative activities can be difficult. Conflicting priorities and schedules can lead to delays in decision-making, hinder progress on action plans, and ultimately impact the quality of support provided to students with diverse needs. Moreover, coordinating across diverse teams requires careful planning and consideration to ensure that all relevant stakeholders are included

3.2. Coping Mechanism with the Challenges of Teachers Implementing Inclusive Education—Another objective of this study was to explore the different coping mechanisms that teachers employed to address the challenges of

3.2.1. Create a Positive Classroom Culture—One of the coping mechanisms that teachers employ to address their challenges in implementing inclusive education is to create a positive classroom culture. It eliminates negative attitudes and stereotyping. Teachers can create

and can contribute effectively to the collaborative process. Ensuring effective communication and information sharing among team members further compounds the challenge of logistical coordination. Professionals involved in inclusive education initiatives may come from diverse backgrounds and disciplines, each with their own communication styles, preferences, and modes of operation. Bridging these differences to facilitate seamless communication and collaboration can be a complex endeavor, requiring clear communication channels, regular updates, and mechanisms for sharing information and resources. Without effective communication strategies in place, misunderstandings, miscommunications, and delays in information sharing may occur, leading to inefficiencies and barriers to collaboration. Therefore, addressing these logistical challenges requires proactive efforts to establish clear communication protocols, streamline coordination processes, and foster a culture of transparency and teamwork among all stakeholders involved in inclusive education initiatives. Figure 3 shows teachers' challenges and opportunities in implementing inclusive education. Three emerged as observed: lack of training and resources, negative attitudes and stereotypes, and teacher coordination.

implementing inclusive education. From the interviews, the teachers shared that the coping mechanisms they employed included creating a positive classroom culture and engaging in self-reflection.

a positive classroom culture that values diversity, promotes respect, and encourages collaboration among all students, regardless of their abilities. As teachers, the primary responsibility is to cultivate an environment that fosters learning and growth. Central to this role is ef-

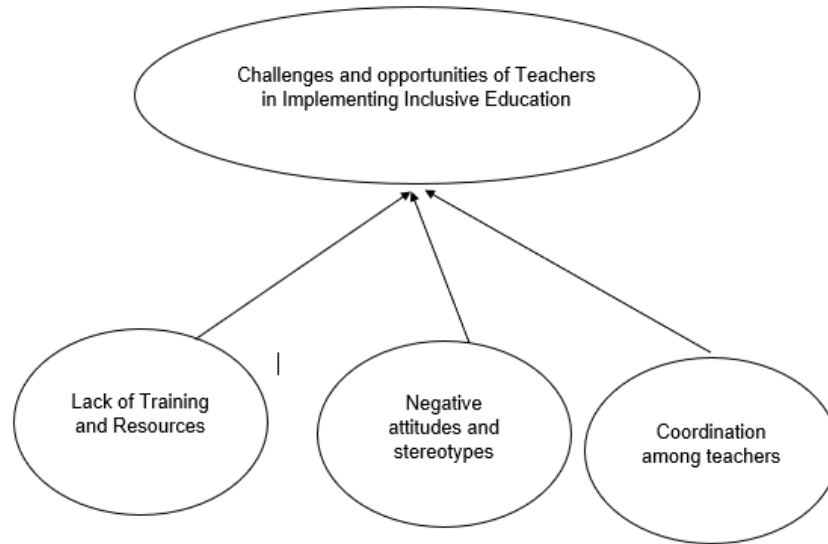


Fig. 3. Challenges and Opportunities of Teachers in Implementing Inclusive Education

ffective classroom management, which extends beyond the mere physical layout of the classroom. Alongside organizing the space for optimal learning, teachers also strive to instill in students a sense of responsibility and respect for one another. This includes actively discouraging any form of bullying among students, as creating a safe and supportive learning environment is paramount to their overall well-being and academic success. Moreover, as educators, they recognize the importance of being there for the students, especially during times of need. Teachers aimed to embody a nurturing and supportive presence, akin to that of a second mother, ensuring that the students feel valued, heard, and supported. Teachers are deeply grateful for the trust placed in us by parents, who entrust their children’s education and well-being to our care. In this role, teachers not only facilitate academic learning but also strive to nurture the holistic development of our students, equipping them with the skills and values needed to thrive as responsible and compassionate individuals within their community. In essence, being a teacher goes beyond transmitting academic

knowledge; it entails shaping the character and fostering the growth of each student under our care. By prioritizing a positive classroom culture, actively addressing issues such as bullying, and providing unwavering support to our students, we contribute to their development as empowered individuals who are prepared to navigate the challenges of the classroom and the wider world. From their responses is said that, as educators, it is their foremost duty to cultivate an environment conducive to learning within the classroom. Beyond imparting academic knowledge, we also undertake the role of classroom managers, ensuring that the space is organized and structured to facilitate effective learning experiences. Alongside the physical arrangement of the classroom, we actively promote and reinforce appropriate behavior among our students, fostering a positive and respectful classroom culture that enhances the learning process. Moreover, as teachers, teachers recognize the significance of providing unwavering support and guidance to the students, especially during times of need. Acting as a nurturing presence akin to a second mother, teachers strive to

be accessible and approachable to our pupils, offering academic assistance, emotional support, and understanding. We are deeply grateful for the trust in us by parents, who entrust their children's education and well-being to our care. In this capacity, we are committed to supporting our students in their journey toward personal growth and development, guiding them to become responsible and compassionate citizens within their communities. Positive, productive learning environments are key to students' aca-

demic, emotional and social success in school. Unfortunately, positive learning environments don't just happen on their own—they must be created. There are many components that go into making a positive learning environment for students. For starters, positive learning environments should offer a climate of safety, where risk-taking is encouraged, there is open authentic conversation, trust and respect are fostered, and positive interaction is the norm.

3.2.2. *Engaging in Self-Reflection*—Teachers can reflect on their own attitudes, beliefs, and biases about disability and diversity and work to challenge any negative thoughts or stereotypes that may interfere with their ability to create an inclusive classroom. Personal reflection enables us to process and make meaning of all of the great (and not so great) learning and working experiences we've had. Everyone stands to gain from engaging in some type of reflection. We can also encourage others to grow through personal reflection. I'll cover some of the benefits of personal reflection, as well as methods of reflecting that you can incorporate into your routine. (Hughes 2018) Current and aspiring web professionals must continually grow in order to stay relevant. Our field doesn't allow for stagnation. In part one of this series, I discussed the importance of project retrospectives in facilitating and documenting team growth. We don't always have the luxury of engaging in team retrospectives, or even of working on teams. Personal reflection provides similar benefits, while focusing on your individual experiences. (Martin 2018) Personal reflection enables us to process and make meaning of all of the great (and not so great) learning and working experiences we've had. Everyone stands to gain from engaging in some type of reflection. We can also encourage others to grow through personal reflection. I'll cover some of

the benefits of personal reflection, as well as methods of reflecting that you can incorporate into your routine. (Martin 2018) Academics in the fields of education and medicine have spent decades exploring the potential benefits of students and professionals reflecting on training and practice, as well as ways to effectively get people to engage in reflection. There is no one-size-fits-all method of reflection. Similarly, there is no reason to limit reflection to personal or professional experiences. Some researchers argue that reflection is an essential component for anyone in health care. I'd argue that reflection is an essential component for anyone hoping to make the most of their experiences, regardless of field. Researchers have found that reflection can improve understanding of the context you work in, transform perspectives, deepen understanding and help you re-appreciate the job you do (Glaze, 2018). Reflection might also strengthen the relationship between mentor and mentee. We must reflect on both our successes and our failures. Reflection is not about dwelling on the negative things. Our positive experiences teach us what works well in specific situations and allow us to examine potential transference to other situations. Reflection helps to ensure that we bring our colleagues into the future with us. We should engage in reflective practice in our roles as mentors with our mentees. We must show the

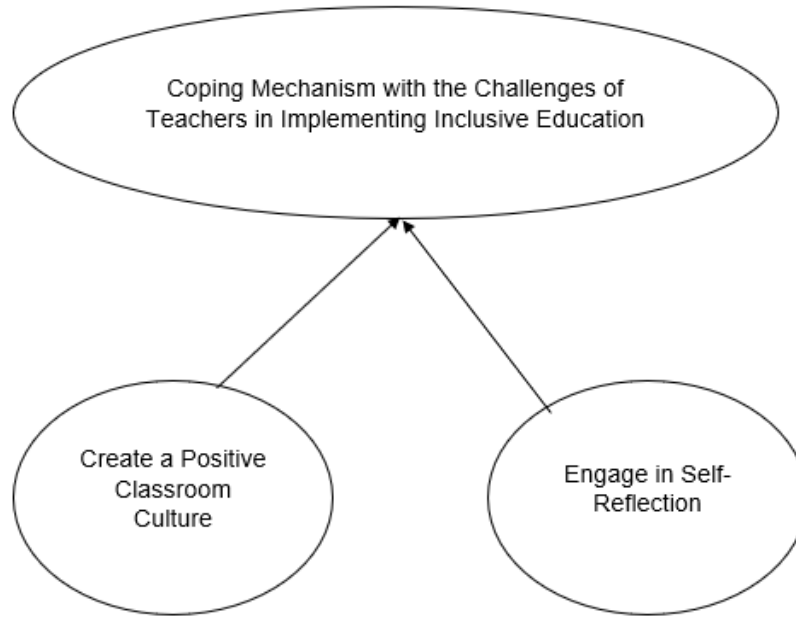


Fig. 4. Coping Mechanism with the Challenges of Teachers in Implementing Inclusive Education

benefits of reflection in a variety of situations in order to develop our reflective practice and model for others. (Brent 2019) Reflection can't and shouldn't be forced. Researchers found that college students who are forced to participate in reflective activities often fake it in order to earn credit for the course but end up disliking reflection as an activity. I can speak from experience on this. I was forced to keep a reflective journal while pursuing my master's degree. The frequency of reflection (daily) and topics we were

forced to reflect upon felt unnatural. My professors did not share with our class the intended benefit of reflection. Reflection was a forced exercise that I engaged in to please my professors. People need to know there are benefits of voluntary reflection in order to facilitate engagement in it. (Brent 2019) Figure 4 shows the coping mechanisms for teachers' challenges in implementing inclusive education. Two emerged, as observed: creating a positive classroom culture and engaging in self-reflection.

3.3. Educational Management Insights Draw from the Findings of the Study—The study of teachers' challenges as they explore the implementation of inclusive leadership provides several educational insights that can inform future teaching and learning practices. Some of

these insights include: Studying teachers' challenges in implementing inclusive education provides important educational insights that can help improve teaching practices and support the development of inclusive learning environments.

3.3.1. Importance of professional development—As I analyzed, the narration of the teacher explored educational insight or tools that can be drawn from the study, considering

the theme of the promotion of inclusiveness was a common experience. Promoting a Culture of Inclusion: One educational insight lies in the opportunity for school management to foster a

culture of inclusion throughout the institution. This involves implementing inclusive policies and creating an environment where diversity is celebrated and every student feels valued and supported. School management can facilitate this by providing ongoing training and professional development opportunities for teachers and staff to enhance their understanding of inclusive practices and address any biases or misconceptions they may hold. Additionally, promoting collaboration among teachers, parents, and support staff can further strengthen the implementation of inclusive education by ensuring that the diverse needs of all students are met. Promoting a culture of inclusion within schools is paramount for creating a supportive and enriching learning environment. This educational insight underscores the holistic approach required from school management, extending beyond mere policy implementation to fostering an atmosphere where diversity is embraced and celebrated. By providing continuous training and professional development opportunities, school management can empower teachers and staff to deepen their understanding of inclusive

practices and confront any biases or misconceptions they may harbor. Moreover, promoting collaboration among all stakeholders, including teachers, parents, and support staff, is essential for ensuring that the diverse needs of every student are adequately addressed. This collaborative approach facilitates a unified effort towards inclusive education, where all members of the school community work together to create an environment where every student feels valued and supported. Furthermore, the emphasis on promoting a culture of inclusion reflects a shift towards a more holistic and student-centered approach to education. By recognizing and embracing diversity, schools not only foster a sense of belonging among students but also cultivate a more enriching and dynamic learning environment. Through ongoing training and collaboration, school management can create a culture where differences are celebrated and every student is empowered to succeed. Ultimately, promoting inclusion within schools not only benefits individual students but also contributes to the overall success and well-being of the entire school community.

3.3.2. Harnessing Diversity as a Learning Resource—Another insight is the opportunity for school management to recognize and harness students' diverse backgrounds, experiences, and abilities as a valuable learning resource. Inclusive education presents a unique opportunity to leverage this diversity to enrich the learning environment and foster a sense of belonging among all students. School management can facilitate this by encouraging collaborative learning activities that capitalize on students' individual strengths and abilities, promoting peer support and mentorship initiatives, and incorporating diverse perspectives into the curriculum. By embracing diversity as a cornerstone of inclusive education, schools can create a dynamic and inclusive learning environment

where every student can thrive academically, socially, and emotionally. School management is the linchpin in fostering inclusive educational environments that harness diversity as a valuable learning resource. A pivotal strategy in this endeavor is encouraging collaborative learning activities that capitalize on students' individual strengths and abilities. By providing opportunities for students to collaborate, share their diverse experiences, and learn from one another, schools can create an inclusive atmosphere where every student feels valued and empowered. Moreover, promoting peer support and mentorship initiatives enhances the sense of community and solidarity among students, further enriching the learning environment. In addition to fostering collaboration and peer sup-

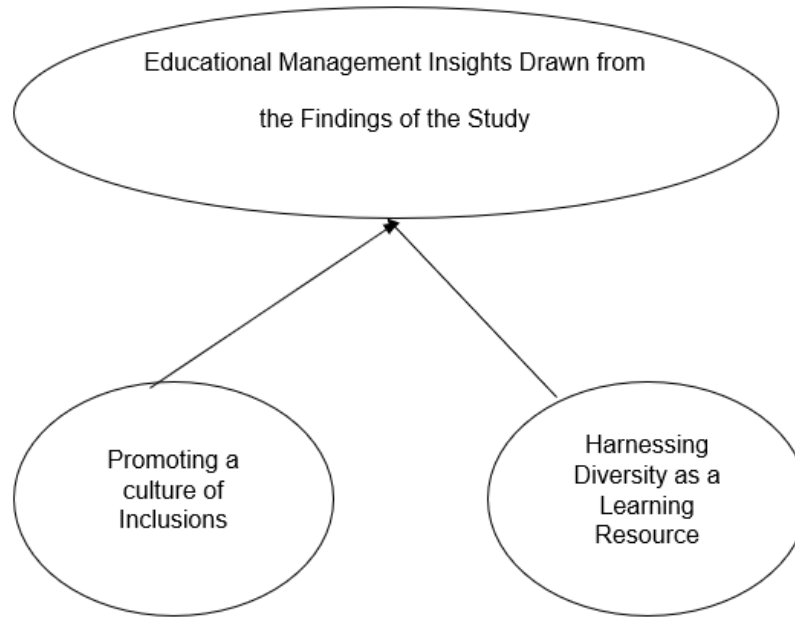


Fig. 5. Educational Management Insights Drawn from the Findings of the Study

port, school management must prioritize incorporating diverse perspectives into the curriculum. By exposing students to a wide range of ideas and experiences, schools enable students to develop a comprehensive understanding of the world around them. This approach promotes inclusivity and cultivates critical thinking skills and empathy among students. Through intentional curriculum design that embraces diversity, schools can empower students to become global citizens who appreciate and respect the richness of human differences. Figure 5 shows the educational management insight drawn from the study of educational management insights drawn from findings of the study; two themes were discovered: promoting a culture of inclusion and harnessing diversity as a learning resource.

4. Implications and Future Directions

In this chapter, a brief overview of the study is presented, followed by implications drawn from the study’s findings. Future directions in the field of school culture are also discussed herein. The study’s main objective was to explore the challenges teachers face in implementing inclusive education. Specifically, it sought to identify the teachers’ experiences and the coping mechanisms to address these challenges. Regarding their experiences, the teachers reported a lack of training in preparation for inclusive education. Participants shared that they were introduced to a new teaching style and had to adjust throughout the learning process. Additionally, they encountered negative attitudes and stereotypes.

4.1. Findings—The findings from the study disclosed and highlighted several key themes: Regarding coping mechanisms, participants shared that they created a positive classroom environment wherein teachers could foster a culture that valued diversity, promoted respect, and encouraged collaboration among all students, regardless of their abilities. More-

over, they engaged in self-reflection, wherein teachers could reflect on their attitudes, beliefs, and biases about disability and diversity. They

worked to challenge any opposing thoughts or stereotypes that hindered their ability to create an inclusive classroom.

4.2. Implications—The results of my analysis revealed the following were significant findings of the study. The study of the challenges that teachers faced in implementing inclusive education had several implications that informed policies, practices, and research related to inclusive education. There were some implications of this study: The teachers' challenges and opportunities in implementing inclusive education. Three emerged as observed: lack of training and resources, negative attitudes and stereotypes, and teacher coordination. Lack of The lack of adequate training and resources for teachers was a significant challenge identified in this study. This finding supports the work of Sharma and Desai (2022), who highlighted that insufficient professional development and resources are major barriers to effective inclusive education. The participants in this study echoed these concerns, emphasizing the need for comprehensive training programs that equip teachers with the necessary skills and knowledge to support diverse learners. Negative attitudes and stereotypes towards students with disabilities were prevalent among the participants. This finding is consistent with Yan and Deng's (2019) research, which found that teachers' concerns and negative perceptions can hinder the successful implementation of inclusive practices. By addressing these attitudes through awareness and sensitivity training, schools can create a more supportive environment for inclusive education. The importance of coordination and collaboration among teachers, support staff, and other stakeholders was highlighted as a critical factor for the success of inclusive education. This aligns with Miesera et al. (2019), who emphasized that collaborative practices are essential for meeting the diverse needs of students. The

findings of this study suggest that establishing clear communication channels and fostering a culture of teamwork can enhance the effectiveness of inclusive education initiatives.

Regarding coping mechanisms with the challenges of Teachers in Implementing Inclusive Education: Creating a Positive Classroom Culture, Teachers might require professional development and support to develop the skills and knowledge necessary for inclusive education. Considering teachers' time constraints and workload, providing ongoing training opportunities and building a professional learning community could have been a challenge. Implementing inclusive education allowed collaboration among school management, teachers, parents, and other stakeholders. Engaging in collaborative decision-making could lead to more comprehensive and effective strategies for supporting diverse learners. Engaging in Self-Reflection: Inclusive education encouraged self-reflection, including shared leadership among school management, teachers, and support staff. Distributing leadership responsibilities and fostering a culture of collaboration could enhance the capacity to address the needs of all students and promote a more inclusive school environment. The educational management insight drawn from the study of educational management insights drawn from findings of the study; two themes were discovered: promoting a culture of inclusion and harnessing diversity as a learning resource. Create intentional connections. Bringing people together can provide an environment where people feel they belong. Consider how teams are structured, how groups can be brought together to solve specific problems, and how offices are designed. Help build trusting relationships. With unique experiences

and learning styles, every student learns a bit differently. If a teacher makes an effort to understand a student's background, it can help the teacher find ways to connect with that student's prior knowledge and then build upon what the

student already knows. If a teacher makes an effort to understand a student's background, it can help the teacher find ways to connect with that student's prior knowledge and then build upon what the student already knows.

4.3. Future Directions—As we continued to study the challenges teachers faced in implementing inclusive education, researchers could explore several future directions. There were some potential directions for future research: **Longitudinal Studies:** Future research could explore the long-term impact of inclusive education on students with disabilities, their peers, and their teachers. Longitudinal studies could help identify the benefits and challenges of inclusive education over time and how it affected students' academic, social, and emotional outcomes. **Comparative Studies:** Comparative studies could compare the implementation of inclusive education in different contexts, such as urban and rural areas, low- and high-income schools, and different regions. Comparative studies could help identify the contextual factors that influenced the implementation of inclusive education and how they could be addressed. **Cross-Cultural Studies:** Cross-cultural studies could explore the implementation of inclusive education in different cultural contexts and how cultural values and beliefs affected teachers' at-

titudes and practices towards inclusive education. **Cross-cultural studies** could help develop culturally responsive approaches to inclusive education that took into account the diversity of cultural perspectives. **Teacher Preparation Programs:** Future research could explore the effectiveness of teacher preparation programs in preparing teachers to implement inclusive education. Research could examine how teacher preparation programs could incorporate effective strategies and best practices for inclusive education and how they could be evaluated. **Policy Analysis:** Future research could analyze policies and regulations related to inclusive education and their impact on teacher implementation of inclusive education. Policy analysis could help identify the policy barriers that hindered the implementation of inclusive education and how they could be addressed. Overall, future research on the challenges that teachers faced in implementing inclusive education could help develop effective strategies and practices that supported the development of inclusive learning environments that benefited all students.

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