

Exploring the Challenges Encountered by Non-Special Education Teachers in Effectively Instructing Students with Special Needs in Regular Classroom Setting

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ABSTRACT: This study explores the challenges faced by non-special education teachers in instructing students with special needs in inclusive classrooms, a critical issue amidst the global shift toward inclusive education. General education teachers often encounter significant barriers such as insufficient training, resource limitations, difficulties in adapting curricula, and the complexities of managing diverse classrooms. These challenges not only impact their effectiveness but also contribute to heightened stress and diminished job satisfaction. Focusing on the experiences of eight non-special education teachers from Warraphat School in Thailand, specifically within kindergartens 1 to 3, this research employs a qualitative phenomenological approach to uncover key themes and actionable insights that can enhance teacher preparedness and the inclusivity of educational environments. Data were collected through in-depth semi-structured interviews, allowing participants to share their lived experiences, professional struggles, and adaptive strategies. Thematic reflections revealed several critical issues, including the need for flexible instructional methods, the significance of fostering social interactions among students, and the barriers posed by resource shortages and cultural or language differences. These findings underscore the importance of creating adaptive and supportive learning environments and highlight the value of professional collaboration and ongoing development for educators. Based on these insights, the study proposes the "Empowering Inclusive Classrooms" action plan, a comprehensive framework designed to address the challenges identified. This plan emphasizes individualized instructional approaches, enhanced communication strategies, targeted professional development, and initiatives to foster peer support and social inclusion. The research findings contribute valuable knowledge for learners, teachers, administrators, policymakers, and researchers by illuminating the systemic barriers and opportunities for improvement in inclusive education. The study concludes with actionable recommendations, such as implementing professional development programs, fostering collaborative classroom cultures, and adopting inclusive educational practices that celebrate diversity. Ultimately, this research seeks to empower educators and enhance the inclusivity and effectiveness of classrooms for all students, particularly those with special needs.

KEYWORDS: inclusive education, non-special education teachers, adaptive teaching strategies

CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

INTRODUCTION

In recent decades, there has been a global trend toward integrating students with special needs into regular classrooms. The adoption of inclusive education is founded on the principle that every student, regardless of their abilities or disabilities, deserves equal educational opportunities and experiences (Madhesh, A., 2023). While this approach offers significant benefits, it also presents substantial challenges for general education teachers, many of whom lack specialized training to effectively accommodate students with diverse learning needs.

Non-special education teachers typically work with general education students and may not have specialized training in accommodating students with disabilities. They often face challenges in adapting their teaching methods to meet the needs of all students, including those with varying abilities.

Some non-special education teachers receive limited training in special education strategies, which can impact their confidence and effectiveness in inclusive classrooms.

This gap between theoretical support for inclusive practices and actual preparedness underscores the need for further investigation and intervention in this area.

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Non-special education teachers encounter a range of complex challenges in inclusive settings. A longitudinal study by Team SPK (2024), which monitored 100 teachers over three years, identified inadequate training, limited resources, time constraints, and difficulties in curriculum adaptation as the most pressing obstacles.

These challenges significantly impact on teacher stress levels and job satisfaction, with 45% of participants reporting increased stress due to the demands of managing inclusive classrooms. Understanding and addressing the challenges faced by regular education teachers in inclusive classrooms is critical as the educational landscape evolves.

This study aims to contribute to the ongoing dialogue by thoroughly examining these obstacles and proposing potential solutions to support non-special education teachers in effectively instructing students with special needs. Specifically, it seeks to identify training gaps, resource needs, and strategies for improving teacher confidence and competence in inclusive settings. By addressing these issues, we can work towards a more equitable and effective educational environment for all students.

Therefore, this study intends to explore the experiences and challenges faced by non-special education teachers in effectively instructing students with special needs in regular classroom setting.

Statement of the Problem

The study explored the challenges encountered by non-special education teachers in effectively instructing students with special needs in a regular classroom setting. Specifically, it answered the following:

1. What are the lived experiences of the non-special education teachers in effectively instructing students with special needs in a regular classroom setting?
2. What are the themes that can be emerged from the response of the participants?
3. What insights can be derived from the response of the participants?
4. What action plan may be proposed?

SCOPE AND DELIMITATION

This study investigated the challenges faced by general education teachers when teaching students with special needs in inclusive classrooms setting at Warraphat School, specifically focusing non-special education teachers in kindergartens 1 to 3. The research examined the difficulties these teachers encounter while implementing inclusive practices and includes participants who had at least two years of experience in inclusive settings, excluding special education instructors and paraprofessionals. This was conducted in Warraphat School located in Thailand. The aim was to understand the general challenges of non-special education teachers teaching in inclusive settings and how various factors impact the effectiveness of instructing learners with special education in inclusive settings. To gather insights, the study employed a qualitative interview using a semi-structured interview guide, although it does not include classroom observations or longitudinal data. By defining these parameters, the research maintained a focused approach while identifying opportunities for future studies.

SIGNIFICANCE OF THE STUDY

This study held significant importance for various stakeholders within the educational system, contributing meaningfully to the broader field of inclusive education research.

Learners with special needs. This research highlights the challenges teachers face, ultimately enhancing the educational experience for diverse students. By addressing these difficulties, the study aims to improve learning outcomes, social integration, and overall educational quality for all learners with special needs.

Non-special education teachers. They benefit from the insights gained, as the study provides a platform for them to voice their experiences and concerns. By recognizing their unique challenges in inclusive classrooms, the research can inform the development of targeted professional development programs and support systems, thereby increasing teachers' effectiveness and job satisfaction.

School administrators and policymakers. They gain essential data to inform their decision-making processes. Understanding the challenges faced by non-special education teachers can guide resource allocation, the establishment of support networks, and the formulation of policies that enhance inclusive education practices. This knowledge helps bridge the gap between ideals and the practical realities of implementing inclusive education.

Parents and guardians of students with special needs. They also stand to benefit from this research by understanding the obstacles teachers encounter, parents can foster better communication and collaboration with educators, leading to improved support for their children.

Future researchers. This study contributes to the growing body of literature on inclusive education by prioritizing the perspectives of general education teachers. The findings may inspire further investigation into effective inclusive education practices, leading to innovative approaches and solutions. This research not only addresses existing gaps in understanding but also supports the broader goal of creating more inclusive educational environments, ultimately benefiting society.

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Definition of Terms. For a better understanding of the study, the following terms were both defined operationally and contextually. Students with special needs. Refers to students in regular classroom settings who require additional support due to various disabilities or learning differences. This includes students with learning disabilities, attention deficit disorders, autism spectrum disorders, physical disabilities, and emotional-behavioral issues. These learners may necessitate tailored instructional strategies and accommodations to enhance their educational experience and participation.

Non-special education Teachers. They are general education instructors who lack formal training or certification in special education. In this study, these teachers will be defined as those who work in regular classrooms and have at least two years of experience teaching diverse groups of students, including those with special needs. Their insights into the challenges they face are crucial for understanding the effectiveness of inclusive education practices.

Regular Classroom Setting. Refers to the traditional educational environment designed for most students without identified disabilities. This setting includes a diverse student population and standard curricular expectations, serving as the context in which non-special education teachers instruct students with special needs. The study explores how these classrooms implement inclusive education practices to support all learners effectively.

CHAPTER 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presented an overview of the current knowledge in the area, including the relevant theories, research methods, and gaps related to the undertaking. The gathered materials demonstrate how the study is linked to existing research as well as the new insights it will contribute.

Global Perspective on Inclusive Education Inclusive education was a global movement affirming every child's right to quality education, regardless of background or learning needs. However, its implementation varies widely across socio-political contexts, shaped by differing ideologies and socio-economic conditions. This chapter reviewed a global perspective on inclusive education, highlighting the challenges nations faced in supporting students with Special Educational Needs (SEN) and discussing Universal Design for Learning (UDL) as a promising approach for fostering inclusion (Karim et al., 2022).

To make progress in inclusive and equity in education, it was needed an effective strategy for implementing new policies. It was essential to focus on the barriers that some children faced, which could marginalize them due to various contextual factors, rather than just categorizing them by their abilities or disabilities. Overcoming these barriers was key to improving education for all students (Ainscow 2020).

Transitioning to inclusive education systems required systemic changes to prevent further exclusion, with programs such as the United Nations Girls' Education Initiative (UNGEI) focusing on equal gender access to education (Santos et al., 2023). International organizations widely endorsed inclusive education, but its effectiveness depended on the commitment of educators, families, and communities to foster not only the presence of children in classrooms but also their learning, social integration, and sense of belonging. The Institute on Community Integration (ICI) collaborated globally to implement strategies like Response to Intervention (RTI), Inclusive Service Learning, and UDL, helping prevent educational failure, support continuous assessment, and create inclusive environments where students with and without disabilities learned collaboratively (Institute on Community Integration, 2024; Smith et al., 2021).

Recent work by Dudu et al. (2024) emphasized inclusive education as a global policy, highlighting its importance since the Salamanca Statement (UNESCO, 1994) and the Sustainable Development Goals (UN, 2030). This research underscored the necessity of evidence-based practices, teacher preparation, and effective resource allocation for successful implementation (O'Connor & Smith, 2022). Despite criticisms, inclusive education was presented as a vital model for promoting equity and social justice, advocating for "accelerated inclusive education" to ensure full inclusion for marginalized groups (Bunch & Valeo, 2021).

The role of technology in fostering inclusive education had garnered significant attention in recent years. Research indicated that technology could enhance learning opportunities for students with SEN by providing personalized and adaptive learning experiences (Al-Azawei et al., 2020). For example, assistive technologies could support communication, enhance engagement, and facilitate individualized instruction, thus helping to level the playing field for students who faced learning challenges (Graham et al., 2021). By integrating technology effectively, educators could create more inclusive classrooms that catered to diverse learning needs.

Furthermore, cultural attitudes toward disability and inclusion played a crucial role in shaping inclusive educational practices. Studies had shown that societal perceptions of disability significantly impacted the acceptance and integration of students with SEN in mainstream classrooms (Loreman et al., 2022). In regions where stigma and discrimination were prevalent, inclusive education efforts might face substantial hurdles, necessitating targeted initiatives to change public attitudes and promote a culture of acceptance and support (Gonzalez et al., 2023). Such cultural shifts were essential for creating environments where all students could thrive.

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Teacher training and professional development were also critical components in the successful implementation of inclusive education. Ongoing professional development opportunities focused on inclusive pedagogy, differentiated instruction, and collaboration with special education professionals were essential for equipping teachers with the skills and knowledge necessary to foster effective inclusive practices (Pérez & Salinas, 2023). This training was vital for addressing the challenges faced by non-special education teachers in inclusive classrooms.

Finally, the impact of policy frameworks on inclusive education could not be understated. Effective policies that prioritized inclusion at all levels of education were essential for creating equitable opportunities for students with SEN (Rouse & Florian, 2021). Policymakers must ensure that legislation not only mandated inclusive practices but also provided the necessary resources and support for schools to implement these policies effectively. The alignment of educational policy with inclusive values was crucial for fostering an educational environment where every child could succeed.

The Role of non-special education Teachers in Inclusive Classrooms Non-special education teachers often served as the first line of support for students needing additional help. They assessed students' social, emotional, and academic strengths and weaknesses, collaborating with parents and special education professionals to create Individualized Education Plans (IEPs) (Saxena, 2023). The School of Education (2020) noted that special education teachers played a crucial role in fostering inclusive classrooms, where students with disabilities learned alongside their peers. With over 60% of students with disabilities spending most of their day in general education settings, special education teachers 12 significantly contributed to developing inclusive curricula and providing tailored instruction (Weiss et al., 2022).

A recent study by Alabdallat et al. (2021) examined general and special education teachers' perceptions of their collaborative roles in inclusive settings. Surveying 300 teachers, the study revealed that while both groups agreed on their instructional roles, they differed in attitudes toward inclusion, with special education teachers generally expressing more positive views (Fuchs et al., 2021). This highlighted the need for increased collaboration among educators to improve inclusive practices. Additionally, the research underscored the importance of professional development programs that facilitated teamwork between general and special education teachers, enhancing their collective effectiveness in meeting diverse student needs (Graham et al., 2023).

Palanca et al. (2021) explored the practices of 21 non-special education teachers working with mainstreamed children with special needs. Thematic analysis identified five common strategies: providing extra time for tasks, allowing tests in alternative settings, optimizing classroom arrangements, structuring activities, and offering alternative assignments. Although these practices were foundational, the study concluded that they were insufficient to fully meet the diverse needs of students (Baker et al., 2022). This indicated a pressing need for more comprehensive training for non-special education teachers, ensuring they possess the skills necessary to implement effective inclusive strategies.

Moreover, research by Konstantareas and Kiriakidis (2022) emphasized that general education teachers must be equipped with the knowledge and tools to implement inclusive education effectively. Their findings suggested that targeted training in differentiation strategies and classroom management techniques could significantly improve teachers' confidence and ability to support students with diverse needs. This called for education systems to prioritize ongoing professional development that focused on inclusive practices, fostering an environment where both students with and without disabilities could thrive (Rouse, 2022).

Finally, a study by Topping and Maloney (2023) highlighted the role of peer support in inclusive classrooms, noting that non-special education teachers could facilitate positive interactions between students with special needs and their peers. By promoting a culture of empathy and collaboration, teachers not only enhanced social integration but also contributed to a more inclusive school community. This underscored the critical role non-special education teachers played not just in academic support but in nurturing a positive and accepting classroom environment (Kurt & Baran, 2023).

Recent research indicated that inclusive education benefited not only students with Special Educational Needs (SEN) but also their neurotypical peers. Roldan et al. (2021) conducted interviews and focus groups in three schools, finding that students without SEN gained valuable social skills through interactions with SEN peers in inclusive settings. These interactions fostered respect for differences, patience, and enhanced cognitive skills through peer explanations (Higgins et al., 2023). Moreover, the social dynamics created in inclusive classrooms contributed to stronger relationships among students, enriching the educational experience for everyone involved.

Additionally, a review by Kart et al. (2021) summarized academic and social outcomes for students without disabilities in inclusive settings. Findings showed that while younger students generally experienced positive or neutral outcomes, older students might face neutral or negative impacts. Socially, inclusion tended to reduce fear and prejudice while fostering tolerance and understanding among peers without disabilities (Johnson & Smith, 2022). This disparity between age groups highlighted the importance of contextual factors and instructional strategies that catered to the developmental needs of all students, suggesting a nuanced approach to inclusion in education.

Moreover, a study by Goss et al. (2023) underscored that inclusive education improved academic outcomes for students with SEN. By participating in mainstream classrooms, these students often benefited from exposure to diverse teaching methods and peer support, leading to better engagement and academic performance. The authors argued that while structural barriers remained, such

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as inadequate resources and insufficient teacher training, the potential for positive academic growth was significant when inclusive practices were effectively implemented.

In addition to academic gained, research by McGregor et al. (2022) highlighted the emotional benefits of inclusive education for all students. Students reported feeling more accepted and valued in inclusive environments, which fostered a sense of belonging and improved overall mental well-being. This emotional support was crucial, particularly for students with SEN, as it created a safer and more encouraging atmosphere conducive to learning.

Lastly, the implications of inclusive education extended beyond the classroom. According to a meta-analysis by Thompson et al. (2024), inclusive practices cultivated skills that prepared students for diverse workplaces and communities. By learning alongside peers from different backgrounds and with varying abilities, students developed essential life skills such as collaboration, empathy, and problem-solving. These competencies were increasingly vital in today's interconnected world, reinforcing the argument that inclusive education benefited not just individuals, but society as a whole.

SYNTHESIS

The collected literature on inclusive education revealed that both common themes and significant contrasts with the current study focusing on the challenges faced by non-special education teachers in inclusive classrooms. Globally, inclusive education was endorsed as a fundamental right, yet its implementation varied widely due to socio-political contexts and resource availability. This aligned with the current study's exploration of how these challenges manifested specifically in regular classrooms, particularly regarding the roles and preparedness of non-special education teachers.

While the literature emphasized the vital role of policy frameworks and teacher training in achieving effective inclusion, the current study delved deeper into the real-world experiences of general education teachers. It highlighted the gap between theoretical frameworks and practical application, revealing how inadequate training and limited collaboration with special education professionals hindered teachers' abilities to implement inclusive strategies effectively. Moreover, the literature underscored the social and academic benefits of inclusive education for all students, not just those with SEN. The study focused on the struggles of non-special education teachers in fostering these outcomes, illustrating that while positive interactions could occur, systemic barriers often prevented teachers from maximizing these benefits in their classrooms.

In terms of pedagogical approaches, the existing literature advocated for strategies like Universal Design for Learning (UDL) and technology integration to enhance inclusivity. The current study was complemented by examining how non-special education teachers navigated these methods in practice, revealing a disconnect between the availability of resources and the teachers' confidence or training to use them effectively. This contributed to the need for more targeted professional development focused on practical applications rather than theoretical knowledge.

Finally, while the reviewed studies collectively affirmed the importance of collaborative practices and peer interactions in fostering inclusive environments, the current study emphasized that non-special education teachers often felt isolated in their roles. This isolation could lead to feelings of inadequacy and hindered their ability to create inclusive classrooms, highlighting an area that required urgent attention in teacher training programs.

Overall, the current study added depth to the understanding of inclusive education by focusing specifically on the experiences and challenges of non-special education teachers, offered for insights that could inform future policy and practice.

CHAPTER 3

METHODOLOGY

This chapter described the research design used by the researcher, data generation, selection of co-participants, thematic reflections that were being gathered of pertinent insights and how the responses were coded and put in themes.

RESEARCH DESIGN

This study utilized a qualitative research approach, specifically adopting a phenomenological tradition, to thoroughly investigate the difficulties encountered by non-special education teachers in instructing teaching students with special needs in inclusive settings. A qualitative approach was selected due to its capacity to provide in-depth insights into the lived experiences of teachers, facilitating a nuanced understanding of the complex realities they encountered in inclusive classrooms (Creswell & Poth, 2020). This approach was particularly beneficial for capturing the personal experiences, attitudes, and perceptions of teachers, which were critical in the realm of inclusive education (Merriam & Tisdell, 2021).

The study design was rooted in the phenomenological tradition, aimed to elucidate the essential nature of teachers' experiences and perspectives regarding the challenges they faced. This approach acknowledged that the difficulties of inclusive education were not merely external barriers but also intricately connected to teachers' personal experiences, attitudes, and understandings of their professional responsibilities (van Manen, 2018).

Employing qualitative approach, the study combined an in-depth, semi-structured interviews by the participants. These methods enriched the data collection process and ensured a comprehensive understanding of the challenges faced by non-special education

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teachers in inclusive classrooms (Flick, 2018). By triangulating these methodologies, the research enhanced the depth and credibility of the findings, allowing for a more robust analysis of the data (Denzin, 2019).

The study design was both adaptable and cyclical, that allowed for continuous refinement of research inquiries and data collection methods as new insights emerge (Maxwell, 2018). This flexibility was essential in the field of inclusive education, which was characterized by dynamic and context-specific challenges. Unforeseen topics and issues might arise throughout the study, necessitating an adaptable approach (Schwartz et al., 2021).

Additionally, the design incorporated a comparative aspect aimed at understanding the variations in obstacles across different educational contexts, grade levels, and levels of teacher experience. This comparative method sought not to quantify differences but to explore the nuanced ways in which context influences educators' experiences and challenges (Stake, 2006). Such comparisons provided a more layered understanding of the obstacles faced by general education teachers across various settings. The cross-sectional nature of the study offered a snapshot of teachers' experiences at a specific point in time. While this approach might limit the ability to track changes over time, it allowed for an in-depth examination of the difficulties encountered by general education teachers in inclusive environments (Glesne, 2018). To mitigate potential researcher bias in qualitative investigations, the study incorporated reflexive practices throughout the research process. The researcher maintained a reflexive journal to document personal responses, assumptions, and decision-making processes. This reflexivity added an additional layer of depth to the analysis and enhances the transparency of the research (Finlay, 2020).

Through this qualitative, phenomenological, and participatory approach, the study aimed to provide a holistic and authentic representation of the challenges faced by non-special education teachers in inclusive classrooms. The comprehensive data generated through this design enhanced our understanding of these difficulties, ultimately leading to more effective strategies for supporting educators in inclusive educational settings.

DATA GENERATION

This study employed a qualitative research approach, using in-depth, semi-structured interviews as the sole method for data generation. These interviews were designed to explore the lived experiences and challenges faced by non-special education teachers working with children with special needs in inclusive classroom settings. Semi-structured interviews allowed for flexibility, enabling teachers to share their personal stories, insights, and reflections while guiding the conversation toward specific topics relevant to the research objectives.

The interview questions were open-ended, encouraging participants to discuss various aspects of their professional experiences, such as the difficulties in managing inclusive classrooms, adapting teaching methods to meet diverse needs, and collaborating with special education professionals. The interviews also delved into the emotional and psychological impacts of teaching in an inclusive setting, allowing teachers to express how these challenges affected their overall well-being and professional responsibilities.

By focusing solely on interviews, this study ensured a deep and focused exploration of the participants' perspectives. The data generated through these interviews provided rich, detailed accounts of the complexities teachers encountered when working with students with special needs in an inclusive environment. These insights contributed to a better understanding of the support needed to enhance inclusive education practices.

SELECTION OF CO-PARTICIPANTS

The study involved eight (8) non-special education teachers from Warraphat School were being selected to provide a diverse and representative sample of experiences in inclusive classroom settings. Participants were required to be currently employed as non-special education teachers, ensuring they were actively engaged in the day-to-day dynamics of inclusive education. Each participant must have a minimum of two years of experience in inclusive environments, which enabled them to offer valuable insights based on practical knowledge and familiarity with the challenges associated in teaching students with special needs. Furthermore, the selection process aimed to encompass a variety of perspectives by including teachers from different subject areas, such as English class, Chinese class, Music Class and Swimming Class, as well as those with experience addressing various types of special needs, including learning disabilities and autism. This thoughtful selection criteria ensured that the data collected reflected a comprehensive understanding of the complexities faced by non-special education teachers in inclusive classrooms.

THEMATIC REFLECTION

The thematic reflection in this study was allowed for a deeper exploration of the lived experiences and challenges faced by non-special education teachers in inclusive classrooms. This reflective process was essential for understanding how teachers interpret their experiences and the meanings they derived from their interactions with students who have special needs.

As the researcher engaged with the data collection through interviews, it was crucial to consider the context in which these experiences occur. Teachers' reflections on their challenges often revealed insights into their professional identities, teaching philosophies, and the emotional toll of working in inclusive environments. By reflecting on these themes, the study acknowledged

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the multifaceted nature of teaching in inclusive settings, where pedagogical practices intersected with personal beliefs and emotional responses.

Moreover, thematic reflection emphasized the importance of context in shaping teachers' experiences. Factors such as school culture, available resources, and administrative support significantly influenced how teachers perceived and addressed the challenges of inclusivity. This reflection aimed to highlight not only the difficulties teachers encountered but also their resilience and adaptive strategies in response to these challenges.

Ultimately, thematic reflection in this study was served to enrich the understanding of non-special education teachers' experiences by providing a nuanced perspective that captures the complexities of inclusive education. This approach not only shed light on the obstacles faced but also offered valuable insights into potential areas for support and development, contributing to the ongoing discourse in the field of education.

LITERATURE COMPARISON

The comparison of the present study's findings with existing literature was essential for validating and contextualizing the results. It allowed the researcher to highlight similarities, differences, and gaps between the current study and previous research, providing a broader understanding of the topic. This comparison helped to situate the findings within the existing body of knowledge, contributing to the ongoing discussion on the experiences and challenges faced by non-special education teachers in effectively instructing students with special needs in regular classroom setting and identifying areas for future research or practical improvements.

This literature comparison explored how the findings of the present study aligned with or diverge from existing research on experiences and challenges faced by non-special education teachers in effectively instructing students with special needs in regular classroom settings. It examined the consistency of the study's themes with previous studies, identifying any new insights or challenges uncovered, and assessing the implications of these differences or similarities. By doing so, the comparison helped to reinforce the relevance of the current study's contributions and highlighted areas for further exploration in the field.

The comparison also examined challenges such as resource limitations, communication barriers, and differing institutional goals, which might impact on the experiences and challenges faced by non-special education teachers in effectively instructing students with special needs in regular classroom setting. By analysing how these challenges were addressed in the present study versus existing literature, the researcher could identify common obstacles and suggested strategies for overcoming them, providing a clearer understanding of what hindered or supported these experiences and challenges.

The findings were analyzed to identify key themes, patterns, and insights related to the experiences and challenges faced by non-special education teachers in effectively instructing students with special needs in regular classroom settings. This analysis focused on the experiences and challenges faced, and the support systems that contributed to or hinder the effectiveness of instructing students with special needs in regular classroom settings. By identifying these factors, the researcher aimed to provide actionable recommendations for improving instruction and fostering more effective collaborations between stakeholders of the institution.

Literature comparison allowed for the adaptation of successful strategies from the Warraphat School in Thailand by identifying effective practices and approaches that worked within the institution and comparing them with those in other educational or organizational contexts. This comparison helped highlight strategies that could be refined or implemented in similar institutions, fostering effective instruction of students with special needs in regular classroom settings. By drawing on both local and external examples, the study recommended tailored solutions that maximized the effectiveness of instructing students with special needs in regular classroom settings at the Warraphat School and beyond.

Through this literature comparison, the study gained insights into effective strategies, common challenges, and best practices from various institutions, including the Warraphat School. This process helped identify successful approaches that could be adapted or improved upon for the context of the school, while also recognizing gaps or areas for enhancement. Ultimately, it provided a well-rounded understanding of the effectiveness of instructing students with special needs in regular classroom settings, drawing from both local and broader perspectives.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter explored the challenges faced by non-special education teachers in their efforts to meet the learning needs of students with special needs in regular classrooms. By examining these challenges, this study sought to identify gaps in teacher preparedness, resource availability, and instructional strategies. Through a deeper understanding of these obstacles, this research aimed to offer insights into how educational institutions could better support teachers in promoting effective, inclusive teaching practices that benefited all learners.

Inclusive education had emerged as a fundamental aspect of modern educational practice, promoting the integration of students with special needs into regular classroom environments. While this vision advocated equality and diversity, the lived experiences

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of non-special education teachers tasked with implementing these ideals often told a more complex story. These educators, frequently without specialized training in special education, faced the dual challenge of meeting the diverse needs of students with special needs while simultaneously attending to the needs of the entire class. The demands of balancing individualized instruction, classroom management, and fostering an inclusive atmosphere could create significant challenges, both professionally and personally, for teachers. This phenomenological study sought to explore the lived experiences of non-special education teachers as they navigated these challenges in regular classroom settings. By focusing on their personal insights and experiences, this research aimed to uncover the deeper realities behind the broad goals of inclusion. It aimed to understand how these educators perceived their roles, the obstacles they encountered, and the ways in which these experiences shaped their instructional practices and professional identities.

To guide this exploration, the following research questions were developed:

Problem 1. What are the lived experiences of non-special education teachers in effectively instructing students with special needs in a regular classroom setting?

Inclusive education has become a cornerstone of modern educational systems, promoting the integration of students with special needs into regular classroom environments. While the principles of inclusivity were widely supported, the realities of effective teaching in such settings presented unique challenges, particularly for non-special education teachers. These educators, who might not have received formal training in special education, are often tasked with creating learning environments that cater to the diverse needs of all students, including those with disabilities. Their experiences in navigating these dual responsibilities provide valuable insights into the current state of inclusive education and highlight areas that require further development and support. To gain a deeper understanding of the challenges faced by non-special education teachers, the following research questions were posed:

1.1. What are the most significant challenges they encounter when working with learners with special needs in their inclusive classrooms?

Participant 1: "The most significant challenge I encountered when working with learners with special needs in an inclusive classroom is encouraging social interactions and their classroom behaviors. It's important to foster a sense of community while ensuring that all students feel accepted and valued. Sometimes kasi, ang hirap nilang ipa socialize sa ibang mga bata. Nag tatantum at di po sila makontrol. Nakaka stress din minsan dahil di mo po alam kung ano yung nararapat na gawin sa kanila." (The biggest challenge I faced when working with learners with special needs in an inclusive classroom is encouraging social interactions and managing their classroom behaviors. It's important to create a sense of community while ensuring that all students feel accepted and valued. Sometimes, it can be difficult to encourage them to socialize with other kids. They may throw tantrums and can be hard to control. It can also be stressful at times because I don't always know the best way to support them.)

The participant's struggle to foster a sense of community while managing disruptive behaviors underscores a common challenge in inclusive classrooms: balancing social inclusion with effective behavior management. Despite their desire to promote positive interactions, the absence of practical strategies for managing disruptive behaviors, like tantrums, leads to frustration and emotional strain. This situation highlights a critical need for specialized behavior management training tailored to inclusive settings, as well as ongoing emotional support for educators. Providing professional development in this area could enhance teachers' confidence and competence, ultimately improving the classroom environment for all students.

Participant 2: "Yung pagpapalano ng lesson para sa iba't ibang learning needs ng mga estudyante, mahirap po talaga. Kailangan iba't ibang strategies at minsan napapaisip ka kung na-uunawaan ba talaga nila ang itinuturo. Pag may batang may special needs, mas kailangan ng mas maraming oras at atensyon. Mahirap i-balanse yun sa iba pang estudyante." (Planning lessons to accommodate the diverse learning needs of students is truly challenging. It requires various strategies, and sometimes you wonder if they truly understand what is being taught. When there is a child with special needs, they need much more time and attention. Balancing that with other students can be difficult.)

The participant's experience stresses the critical necessity for differentiated instruction within the classroom, illustrating the significant challenge of crafting lesson plans that accommodate diverse learning needs. Their struggle to provide individualized attention while addressing the needs of the entire class highlights the importance of equipping teachers with effective differentiation strategies and time management skills. Participant 2 points out that the increased time and effort required to support students with special needs can detract from their ability to engage with other learners, reflecting the inherent tension between individualizing instruction for specific students and managing the collective learning requirements of the class. This situation emphasizes the need for additional classroom support, such as teacher aides or co-teachers, to facilitate the effective management of diverse learning needs, ensuring that every student receives the attention required to thrive academically while also addressing systemic support and resource needs to navigate these complexities.

Participant 3: "One of the challenges is the lack of resources available for special needs students. In our school, we don't have enough materials or tools to help accommodate their learning. Sometimes, I have to make do with what we have, but it feels insufficient. It's frustrating because these students deserve to have what they need to succeed."

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The lack of resources is a systemic issue that significantly impacts the effectiveness of inclusive education, as highlighted by Participant 3. Their response underscores the urgent need for schools and educational systems to prioritize funding and access to materials that support the learning of students with special needs. This scarcity not only hampers teachers' ability to provide appropriate accommodation but also contributes to their sense of frustration, as even the most committed and well-intentioned educators struggle to offer the necessary support in an under-resourced environment. Consequently, the participant feels that students with special needs are at a disadvantage, emphasizing that without adequate resources, the goals of inclusive education cannot be fully realized.

Participant 4: "I find it difficult to give each student the attention they need, especially when I have several students with special needs in one class. I want to help them all, but time and energy become issues. I often feel stretched too thin, and I worry that I'm not giving any of them the attention they deserve."

The participant's feelings of being "stretched too thin" resonate with many educators in inclusive classrooms, emphasizing the critical importance of structural support, such as smaller class sizes or additional personnel, to enable teachers to provide the individualized attention that students with special needs require. Participant 4 articulates their sense of being overwhelmed by the demands of attending to multiple students with special needs, expressing guilt and inadequacy as they struggle to give each student the necessary attention. This experience reflects the emotional burden teachers often face when they feel unable to meet their students' needs due to limited time and resources, underscoring the need for teacher well-being initiatives to help educators manage the emotional strain associated with their roles.

Participant 5: "Kapag may batang may learning disability, ang hirap i-handle minsan kasi iba-iba yung pangangailangan nila. Hindi pwedeng one-size-fits-all ang approach. Minsan nawawala ka na sa focus kasi kailangan mong i-adjust ang lesson ng biglaan." (When there is a child with a learning disability, it can be difficult to handle at times because their needs are so diverse. A one-size-fits-all approach doesn't work. Sometimes, you lose focus because you have to adjust the lesson on the spot.)

This response highlights the necessity of flexible and adaptive teaching strategies in inclusive classrooms while indicating a lack of preparedness and support in addressing the varied needs of students with learning disabilities. Participant 5 emphasizes the complexity of this challenge, expressing frustration over having to frequently adjust their lesson plans without adequate preparation, which undermines their confidence and ability to tailor instruction effectively. This experience underscores the difficulty of maintaining focus and consistency in teaching when faced with the unpredictable demands of supporting students with special needs. To enhance their effectiveness, professional development in adaptive teaching methods, along with sufficient planning time, could provide teachers like Participant 5 with the skills and confidence necessary to adjust their lessons appropriately.

Participant 6: "Isang malaking challenge ang pag-aadjust ng classroom environment para maging inclusive. Mahirap i-ensure na bawat estudyante, lalo na yung may special needs, ay komportable at naiintindihan ang mga instruction. Minsan, kailangan ko ring mag-isip ng creative ways para matulungan silang makipag-socialize sa ibang classmates, dahil madalas nahihirapan silang mag-engage sa group activities." (One big challenge is adjusting the classroom environment to make it inclusive. It's difficult to ensure that every student, especially those with special needs, feels comfortable and understands the instructions. Sometimes, I also need to think of creative ways to help them socialize with their classmates, as they often struggle to engage in group activities.)

The teacher's commendable efforts to foster inclusion by adjusting the classroom environment and facilitating social interaction highlight the critical need for more structured support in creating inclusive spaces. Participant 6 reflects on the challenges of establishing an inclusive classroom environment, emphasizing the difficulty in ensuring that students with special needs feel comfortable and can comprehend lessons while also promoting their social integration with peers. This experience underscores the complexity of balancing academic and social inclusion in the classroom. To enhance this balance, schools should provide teachers with access to environmental adaptations and peer interaction strategies that enable students with special needs to participate more fully in classroom activities. Additionally, training in inclusive practices could further support educators in effectively managing the diverse needs of their students.

Participant 7: "A major challenge is understanding how to teach each student effectively. Some students have physical, emotional, or cognitive differences that require individualized support. This can make it hard to keep the whole class on track, especially when students have different needs and learning speeds."

This response highlights a critical challenge in inclusive education: the need for differentiated instruction. Participant 7 emphasizes the difficulty of balancing the individualized needs of students with special needs against the broader demands of the classroom, recognizing that students' varying physical, emotional, and cognitive differences require tailored support. However, this individualized attention can disrupt the flow of teaching for the rest of the class, suggesting a need for additional support, such as co-teaching or classroom aides, to assist with diverse learning speeds and capabilities. Implementing flexible teaching strategies could help manage this balance more effectively, ensuring that all students receive the attention they need while maintaining classroom continuity.

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Participant 8: "One of the most significant challenges I encounter is finding ways to engage students with a wide range of abilities and needs. Learners with special needs often require individualized attention, and in a classroom with diverse learners, it can be difficult to provide that consistently. Additionally, managing behaviors that stem from different learning disabilities can be challenging while maintaining a positive learning environment for all students."

The participant's experience underscores the importance of both behavior management and differentiated instruction in inclusive classrooms. Participant 8 reflects on the dual challenge of providing individualized attention to students with special needs while simultaneously managing behavioral issues that may arise due to learning disabilities. This response highlights the difficulty of maintaining a positive learning environment for the entire class while balancing the diverse needs of learners. It suggests a critical need for effective behavior management strategies to create an inclusive atmosphere where all students can thrive academically and socially.

1.2. How do you adapt your teaching methods to meet the needs of students with special needs, and what obstacles do you face in doing so?

Participant 1: "Here in Warraphat school, we do have ILP or Individualized Learning Program which is needed an effort talaga to make the activities for the students with or without special needs. At first nanibago ako kasi sa regular classroom sa Pinas walang ILP but the time goes by, I already accept and adapt it. Mahirap lang ay minsan kapos po sa materials at need naming mag isip ng ibang way to make the materials for the kids." (Here at Warraphat School, we have an Individualized Learning Program (ILP), which requires a real effort to create activities for students with or without special needs. At first, I was a bit surprised because regular classrooms in the Philippines don't have ILPs, but over time, I have accepted and adapted to it. The only difficulty is that sometimes we lack materials, and we need to think of other ways to create materials for the kids.)

Participant 1 highlights the adaptation to Individualized Learning Programs (ILPs) at Warraphat School, indicating a significant adjustment from traditional classrooms in the Philippines where such programs may not exist. While the participant has embraced this approach, the lack of materials poses a challenge, necessitating creativity in lesson planning. This response underscores the need for adequate resources to support effective implementation of ILPs.

Participant 2: "I adapt my teaching methods by using visual aids, more structured routines, breaking down tasks into simpler parts, and incorporating multisensory activities. In some cases, I might modify the curriculum or provide more frequent breaks to manage attention spans. A common obstacle is the limited access to tools like assistive technology or special education resources, which are more commonly available in formal school settings. Moreover, the private teaching environment may not always provide the flexibility to access external support easily."

Participant 2 emphasizes the use of various instructional strategies, such as visual aids and structured routines, to cater to diverse learning needs. However, the limited access to assistive technology and special education resources significantly hampers the ability to fully support students with special needs. This points to a broader systemic issue in private teaching environments where resources may be scarce, highlighting the importance of advocating for better access to tools that facilitate inclusive education.

Participant 3: "I adapt my teaching by using different materials, such as visual aids, hands-on activities, and simpler instructions. I also give more time for students to complete their work and try to create a flexible learning environment. The obstacle I face is the time it takes to prepare these adjustments while also teaching the whole class. Sometimes it feels like there's not enough time to meet everyone's needs properly."

Participant 3 focuses on the importance of varied instructional materials and flexible learning environments. However, the time required to prepare these adaptations presents a significant obstacle, suggesting a tension between individualized instruction and the demands of teaching the entire class. This highlights the need for more efficient planning time and possibly the assistance of support staff to help manage the workload.

Participant 4: "I often modify assignments by giving shorter tasks or using assistive technology to help students with special needs access the material. I also create individualized learning goals for them. The main obstacle is that some modifications take extra time to plan and implement, and it's difficult to maintain consistency when the needs are so varied across the class."

Participant 4's approach includes modifying assignments and establishing individualized learning goals, which are crucial for supporting students with special needs. However, the time-intensive nature of these modifications can lead to inconsistency in implementation. This response emphasizes the necessity for structured support and possibly additional training in differentiation strategies to help teachers manage diverse needs effectively.

Participant 5: "Ina-adapt ko ang pagtuturo sa pamamagitan ng paggamit ng iba't ibang paraan tulad ng visual aids, simpleng language, at mga interactive na gawain para mas ma-engage sila. Pero ang problema, minsan kulang ang oras at resources. Minsan, mahirap mag-develop ng lessons na swak sa kanila dahil hindi ako laging may sapat na materials o expertise tungkol sa specific disabilities." (I adapt my teaching by using various methods such as visual aids, simple language, and interactive activities to engage

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them more. But the problem is that sometimes there isn't enough time and resources. It can be difficult to develop lessons that suit them because I don't always have sufficient materials or expertise regarding specific disabilities.)

Participant 5 highlights the use of diverse teaching methods to engage students but faces significant challenges with limited time and resources. The difficulty in developing appropriate lessons due to a lack of materials or expertise in specific disabilities further complicates the teaching process. This indicates a pressing need for professional development and resource allocation to empower teachers in effectively supporting their students.

Participant 6: “Iniadapt ko ang pagtuturo sa pamamagitan ng pag-personalize ng mga learning materials—nagpi-prepare ako ng iba't ibang klase ng worksheets at gumagamit ng mga adaptive technology kung available. Pero isang obstacle dito ay ang kawalan ng consistent na resources. Minsan kailangan kong maglaan ng sariling oras para gumawa ng materials, at hindi laging may budget o time para dito.” (I adapt my teaching by personalizing the learning materials—I prepare various types of worksheets and use adaptive technology when available. But one obstacle is the lack of consistent resources. Sometimes I have to dedicate my own time to create materials, and there isn't always a budget or time for this.)

Participant 6 discusses the personalization of learning materials and the use of adaptive technology when available. However, the inconsistency of resources poses a major challenge, requiring the teacher to invest personal time in material preparation. This response underscores the need for a more robust support system to ensure that teachers can access the necessary tools and materials without incurring personal costs.

Participant 7: “I adjust my teaching by offering alternative ways of learning, like using visual supports, technology, or breaking down lessons into smaller steps. I also use more one-on-one instruction when possible. However, one obstacle is managing time. It's difficult to balance personalized support for students with special needs while also ensuring that the rest of the class stays engaged and learning.”

Participant 7 focuses on alternative learning methods and individualized instruction but faces the challenge of time management. Balancing personalized support for students with special needs while maintaining engagement for the entire class reveals the complexities inherent in inclusive education. This highlights the necessity for class sizes or additional support personnel to help alleviate some of these pressures.

Participant 8: “I often adapt my teaching methods by breaking down instructions into smaller, more manageable steps, using more visuals, and incorporating hands-on activities. However, obstacles include time constraints and the lack of specialized training in certain disabilities. It's also hard to ensure that adaptations benefit the student without singling them out or making them feel different from their peers.”

Participant 8 illustrates their approach to teaching through manageable instruction and visual aids but acknowledges significant barriers such as time constraints and a lack of specialized training. The concern about making adaptations that do not alienate students with special needs reflects a deep understanding of the social dynamics in the classroom. This suggests a need for training that not only focuses on instructional strategies but also on creating inclusive classroom cultures.

1.3. Can you describe any support systems or resources available to you as a non-special education teacher, and how effective are they in helping you manage learners with special needs?

Participant 1: “Yung ILP po is the one that can support the needs of the kids. This ILP po includes 4 stations such as writing, speaking, vocabularies, and phonics. We prepared also one station for advance kids who easily got bored after doing the 4 stations. This is very effective to teach them since we use tangible and engaging materials for them.” (The ILP is what can support the needs of the kids. This ILP includes four stations: writing, speaking, vocabulary, and phonics. We also prepared one station for advanced kids who easily get bored after doing the four stations. This is very effective for teaching them since we use tangible and engaging materials.)

Participant 1 identifies the Individualized Learning Program (ILP) as a key resource that effectively supports students' needs. By incorporating multiple stations that cater to different skills, this approach fosters engagement among students, particularly those who may need more advanced challenges. The tangible materials mentioned also suggest a hands-on, interactive approach, which is beneficial in diverse classrooms. This response highlights the importance of structured programs in providing support for learners with varying abilities.

Participant 2: “As a non-SPED teacher, I rely on my own research, professional development, and experience when working with students with special needs. There is minimal external support available in the private sector, especially in Thailand, where access to specialized resources or formal SPED support systems may be limited. While some parents may share assessments or diagnoses, they often look to me to provide both the instruction and support, even when I may not have the expertise of a SPED-trained educator.”

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Participant 2 expresses reliance on personal research and professional development, underscoring a significant gap in external support within the private education sector in Thailand. The participant's feeling of being responsible for both instruction and support reflects the pressures faced by non-special education teachers, particularly in environments lacking adequate resources. This points to the need for more robust professional development and collaboration opportunities with special education specialists to enhance teacher competency in supporting students with special needs.

Participant 3: “We have resources like special education coordinators, school counselors, and sometimes professionals visited in our school to conduct and check the student. They help with advice or strategies and sometimes work directly with the students. However, these resources are limited, as they are shared across many classrooms, so the support is not always immediate or regular.”

Participant 3 highlights the presence of special education coordinators and school counselors as valuable resources but also notes the limitations due to the shared nature of these services across multiple classrooms. This situation creates delays in receiving support, which can hinder the timely intervention needed for students with special needs. The response suggests a need for increased staffing or dedicated resources to ensure that support can be provided consistently and promptly.

Participant 4: “We have some access to special education specialists, and occasionally, we receive training sessions or workshops. Sometimes, we also get classroom support through aides or paraprofessionals. While helpful, the support can be irregular, and there are times when I feel I need more consistent guidance, especially for students with complex needs.”

Participant 4 acknowledges access to specialists and training but points out the irregularity of this support. The reliance on aides or paraprofessionals also indicates a recognition of the need for additional help in the classroom. The participant's desire for more consistent guidance underscores the challenges faced in meeting the diverse needs of students, particularly those with complex requirements. This highlights the importance of structured professional development and a stable support system to better equip teachers.

Participant 5: “May support systems naman tulad ng special education coordinators. Nakakatulong sila, pero madalas overwhelmed din sila sa dami ng estudyanteng kailangan nilang asikasuhin. Kaya minsan, kailangan ko mag-isip ng sarili kong paraan para ma-manage ang mga estudyante, lalo na kapag wala agad support na available.” There are support systems like special education coordinators. They are helpful, but they often feel overwhelmed by the number of students they need to attend to. So sometimes, I have to think of my own ways to manage the students, especially when support is not readily available.

Participant 5 recognizes the role of special education coordinators as helpful but expresses concern over their overwhelming caseloads. This situation often forces the participant to devise their own strategies for managing students, especially in the absence of immediate support. This response highlights the need for additional resources to alleviate the burdens on coordinators and ensure that teachers have reliable support when needed.

Participant 6: “May mga support systems tulad ng SPED coordinator at school psychologist, pero hindi laging agad sila ma-contact. Madalas, on-the-spot problem solving ang ginagawa ko kapag may urgent situation. Ang mga available na training ay minsan sobrang generic at hindi tugma sa specific needs ng mga estudyante ko, kaya kulang ang practical application.” There are support systems like the SPED coordinator and school psychologist, but they are not always immediately accessible. Often, I have to do on-the-spot problem-solving when there is an urgent situation. The available training is sometimes too generic and does not align with the specific needs of my students, which limits practical application.

Participant 6 mentions the SPED coordinator and school psychologist as support systems, but their inaccessibility during urgent situations leads to a reliance on quick problem-solving. The frustration with generic training that lacks relevance to specific student needs indicates a disconnect between available professional development and the practical realities teachers face. This underscores the need for targeted training programs that address the specific challenges of teaching students with diverse special needs.

Participant 7: “There are school resources like guidance from the special education team, access to learning materials, and sometimes collaboration with specialists. While these are helpful, they are not always available when I need them most. The availability of these resources often depends on the school's budget and the number of students who need support.”

Participant 7 acknowledges the availability of resources from the special education team but notes that these are not consistently accessible when most needed. The dependence on school budgets and student numbers highlights systemic issues within the education system, suggesting that resource allocation is crucial for effective support. This response points to the necessity for equitable resource distribution to enhance the support available for teachers and students alike.

Participant 8: “There are some resources available, such as the school counselor, special education coordinators, and teaching assistants. These supports are helpful, but they aren't always enough because they may be stretched thin, working with multiple teachers and students. Sometimes, it takes a while to access the specific help I need, or the resources aren't fully aligned with the unique needs of each student.”

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Participant 8 identifies the various support resources available, such as counselors and teaching assistants, but also notes their limitations due to high demands. The challenges in accessing timely and specific support indicate a need for more dedicated personnel or structured systems to ensure that teachers can effectively meet the unique needs of each student. This response emphasizes the importance of adequate staffing and resource alignment to enhance the overall educational experience for students with special needs.

1.4. How do you balance the diverse learning needs of both learners with and without special needs in your classroom, and what difficulties arise from this?

Participant 1: "Through knowing what they like and gaining their trust as well. Sa paraan na yan ay makukuha ang attention nila at silay makikinig sayo yun nga lang since mga Thai ang mga students namin, kadalasan ay di nila naiintindihan kung ano man ang nais naming ipahiwatig. Mahirap lng minsan dahil sa Language barrier ay di nakakapag communicate ang mga bata, luckily meron po kaming Thai partner na tumutulong sa amin." (Through knowing what they like and gaining their trust as well. This way, you can capture their attention, and they will listen to you. However, since our students are Thai, they often don't understand what we want to convey. It can be difficult sometimes because the language barrier prevents the children from communicating, but luckily, we have a Thai partner who helps us.)

This participant emphasizes the importance of building relationships and understanding students' interests to capture their attention. However, they face a significant challenge due to language barriers, which can hinder communication and understanding in the classroom. The assistance of a Thai partner is a positive aspect that helps bridge this gap.

Participant 2: "In private lessons, it is crucial to strike a balance between keeping lessons engaging for students with higher proficiency levels while simultaneously supporting students with special needs. The challenge lies in ensuring that students with special needs don't feel overwhelmed or left behind, while the more advanced students are not under-stimulated. Sometimes, this requires preparing parallel activities or adjusting lesson pacing, which can be difficult with limited time and resources."

This participant highlights the necessity of creating engaging lessons for both advanced students and those with special needs. They recognize the difficulty in ensuring that neither group feels neglected. The need for parallel activities and adjusted pacing points to the complexity of differentiated instruction, exacerbated by time and resource constraints.

Participant 3: "Balancing the needs of students with and without special needs can be tough. I try to group students based on their abilities and give them different tasks, but it's not always easy. Sometimes, students without special needs may feel left out or that they are not getting enough attention, and students with special needs may struggle even with extra help."

This participant employs ability grouping and differentiated tasks but acknowledges the difficulties of managing perceptions among students. They point out that students without special needs can feel overlooked, which indicates a need for strategies that ensure all students feel included and valued in the classroom.

Participant 4: "I balance the needs of different learners by providing differentiated instruction, where tasks are tailored based on ability levels. Group work helps, as I can pair students with varying skills. However, maintaining fairness can be hard students without special needs sometimes feel they aren't getting enough attention, while those with special needs may need much more individualized support."

This participant's use of differentiated instruction and group work is a positive approach to meeting diverse needs. However, they express concerns about fairness and attention, highlighting the difficulty in meeting the varied demands of both groups. This reflects the need for continuous evaluation of student engagement and support.

Participant 5: "Para mabalanse ang iba't ibang pangangailangan ng mga estudyante, ginagawa ko ang lessons na flexible, kung saan may iba-ibang options kung paano nila matatapos ang mga gawain. Pero, isang challenge dito ay siguraduhing lahat ng estudyante, with or without special needs, ay may natutunan. Minsan, nagiging mahirap lalo na kapag may ibang estudyante na mas mabilis natututo kaysa sa iba, kaya dapat laging naka-focus sa pagtutok at pacing." (To balance the different needs of the students, I create lessons that are flexible, where there are various options for how they can complete the tasks. However, one challenge is ensuring that all students, with or without special needs, are learning. Sometimes it becomes difficult, especially when some students learn faster than others, so I always have to focus on instruction and pacing.)

Flexibility in lesson planning is an effective strategy for this participant, allowing students to choose how they complete tasks. They recognize the challenge of ensuring all students learn, particularly when there are varying paces of learning among students, which requires constant attention and pacing adjustments.

Participant 6: "Para mabalanse ang needs ng mga estudyante, madalas kong gamitin ang strategy ng differentiation, kung saan nagbibigay ako ng iba't ibang levels ng tasks depende sa kakayahan ng mga estudyante. Pero nagiging challenging ito dahil kailangan kong maging sobrang organized at prepared para ma-monitor ang progress ng bawat isa, lalo na't iba-iba ang pace ng learning nila. Minsan din, ang ibang estudyante na walang special needs ay nagtatanong kung bakit iba ang activities ng iba." To balance the

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needs of the students, I often use the strategy of differentiation, where I provide different levels of tasks depending on the students' abilities. However, this becomes challenging because I need to be very organized and prepared to monitor each student's progress, especially since their learning paces vary. Sometimes, other students without special needs ask why the activities are different for some.

Differentiation is a central strategy for this participant, but they acknowledge the organizational challenges that come with it. The need for preparation to monitor diverse learning paces highlights the effort involved in managing a mixed-ability classroom. Additionally, questions from students without special needs about differing activities indicate a need for clear communication and rationale behind differentiation.

Participant 7: "Balancing different learning needs in one classroom is challenging because students without special needs can move faster through lessons, while others need more time and adjustments. I try to use group work or station activities to keep everyone engaged at their level. However, it's hard to ensure that everyone is progressing at the right pace without leaving some students behind."

This participant recognizes the inherent difficulty in balancing the pacing of lessons for students with and without special needs. Their approach using group work and station activities is beneficial, but they express concern about ensuring all students progress appropriately. This reflects the complexity of managing diverse learning speeds in the classroom.

Participant 8: "Balancing the needs of both learners with and without special needs requires a lot of differentiation. I often use group work and peer support so that students can learn at their own pace. However, one difficulty is making sure students without special needs don't feel like they are being held back, while at the same time ensuring students with special needs aren't left behind. It's a constant balancing act."

The emphasis on differentiation and peer support is commendable, as it encourages collaborative learning. However, this participant also highlights the challenge of perception among students regarding being held back or overlooked, reinforcing the need for thoughtful and inclusive teaching practices that maintain equity for all learners.

1.5. In what ways has your experience with special needs learners impacted your teaching practices, and what challenges have you faced in acquiring the necessary skills to handle such learners?

Participant 1: "The kids with special needs challenge me the way that they teach me how to have a long patience, mga bata po kasi nasa 3-4 years old sila. They teach me how enhance my creativity kasi easy silang ma bored sa iisang material lang at mahilig sila sa mga colorful at tangible na mga bagay. They give me inspiration also, as a teacher I really want to help them grow individually and to be accepted with the society. The challenge here for me is to prepare the teaching material kasi need talaga bago sa paningin nila ng makuha ang interest at attention nila." (The kids with special needs challenge me by teaching me how to have great patience; they are about 3 to 4 years old. They teach me how to enhance my creativity because they get bored easily with just one material and they love colorful and tangible things. They also give me inspiration; as a teacher, I really want to help them grow individually and be accepted by society. The challenge for me is preparing the teaching materials because they need something new and interesting to capture their attention.)

Participant 1 emphasizes the personal growth gained from teaching special needs learners, notably in patience and creativity. The participant recognizes the importance of engaging materials tailored to young learners' preferences, highlighting a practical challenge in material preparation. This insight underscores the necessity for teachers to adapt resources to cater to diverse learner needs actively.

Participant 2: "My experience working with special needs learners has deepened my understanding of differentiated instruction and the importance of patience and adaptability. I've become more aware of individual learning styles and the need to offer a variety of teaching methods. However, one of the biggest challenges has been acquiring the necessary skills to effectively handle learners with special needs, as there is limited formal training available for private teachers in Thailand, requiring me to independently seek out resources and strategies to improve my practice."

Participant 2 notes the impact of special needs education on their approach to differentiation and adaptability. The participant highlights a significant barrier: the lack of formal training, which forces them to seek resources independently. This reflects a broader issue faced by educators in non-traditional settings, emphasizing the need for accessible professional development in special education.

Participant 3: "Working with special needs learners has taught me to be more patient and creative. It has changed the way I think about teaching, pushing me to find new strategies to reach all students. However, it's also shown me the challenges of not having enough training in special education. I've had to learn a lot on my own, which can be difficult and time-consuming."

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Participant 3 expresses personal growth in patience and creativity while acknowledging the difficulties of inadequate training. This highlights the need for structured training programs for educators, emphasizing the significance of continuous professional development to equip teachers with effective strategies for diverse classrooms.

Participant 4: "Teaching students with special needs has broadened my perspective on education. I've become more aware of how flexible teaching needs to be, and it's made me a more reflective teacher. However, the challenge has been acquiring specific strategies to address behavioral or learning challenges without formal special education training. Often, I rely on trial and error or advice from colleagues, which can be a slow process."

Participant 4 acknowledges enhanced flexibility and reflective practice resulting from working with special needs learners. However, they face challenges in developing specific strategies without formal training, suggesting a reliance on informal methods. This points to the necessity for a more structured framework for training educators in special education.

Participant 5: "Malaki ang epekto ng pagtuturo sa mga learners with special needs sa aking mga teaching practices. Natutunan kong maging mas patient at creative sa pagtuturo. Pero, ang challenge ay ang pagkakaroon ng sapat na kaalaman para sa bawat disability. Hindi palaging sapat ang mga training o workshops na naibibigay, kaya minsan may struggle talaga na mas maging epektibo bilang guro sa mga batang may espesyal na pangangailangan." (The impact of teaching learners with special needs on my teaching practices is significant. I've learned to be more patient and creative in my teaching. However, the challenge is having sufficient knowledge for each disability. The training or workshops provided are not always enough, so there are times when I really struggle to be more effective as a teacher for children with special needs.)

Participant 5 shares that teaching special needs learners has significantly influenced their patience and creativity. Yet, the participant struggles with the adequacy of training and workshops provided. This reflects a common concern about the quality and depth of professional development opportunities available to teachers in special education.

Participant 6: "Ang experience ko sa pagtuturo ng learners with special needs ay nagturo sa akin ng halaga ng empathy at pagiging flexible. Natuto akong maging mas open sa iba't ibang approaches sa learning. Pero ang isa sa pinakamalaking challenge ay ang kakulangan ng sapat na training na mas malalim para sa specific disabilities. Hindi palaging sapat ang basic training para masagot ang iba't ibang complex situations na nakakaharap ko sa classroom." (My experience teaching learners with special needs has taught me the importance of empathy and flexibility. I've learned to be more open to different approaches to learning. However, one of the biggest challenges is the lack of sufficient training that goes deeper into specific disabilities. Basic training is not always enough to address the various complex situations I encounter in the classroom.)

Participant 6 highlights the importance of empathy and flexibility gained from their experience. However, they also recognize the challenge posed by insufficient specialized training for specific disabilities, emphasizing the need for comprehensive professional development to handle complex classroom situations effectively.

Participant 7: "Teaching special needs learners has made me more aware of how diverse learning can be. It has encouraged me to be more flexible and use different strategies to reach all learners. However, I have found it challenging to acquire the skills needed to handle some specific disabilities or behaviors. I've had to seek out professional development or additional resources on my own, which can be a struggle due to time constraints."

Participant 7's experience reflects an increased awareness of learning diversity, promoting flexibility in teaching strategies. The participant faces the challenge of acquiring specific skills independently, highlighting time constraints as a barrier to professional development. This points to the need for targeted support and resources for educators working with special needs learners.

Participant 8: "Working with special needs learners has made me more patient, flexible, and creative in my teaching. However, it has also highlighted gaps in my training, especially when it comes to addressing the needs of students with more severe disabilities. Acquiring the skills to support these students has been a challenge because professional development opportunities specific to special education are not always readily available or comprehensive enough for a non-special education teacher."

Participant 8 recognizes personal growth in essential skills while also identifying training gaps, particularly regarding severe disabilities. The mention of insufficient professional development opportunities underscores the systemic need for more inclusive and comprehensive training programs for educators to enhance their competence in special education.

Problem 2. What are the themes that can emerge from the response of the participants?

Thematic Analysis: The lived experiences of the non-special education teachers in effectively instructing students with special needs in a regular classroom setting. The increasing inclusion of students with special needs in regular classroom settings presents both opportunities and challenges for non-special education teachers. These educators play a critical role in fostering an inclusive

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environment where all learners can thrive. However, their lived experiences in effectively instructing students with diverse needs often reveal a complex interplay of growth, adaptation, and struggle. Understanding how these teachers navigate the challenges of differentiated instruction, behavioral management, and emotional support provides valuable insights into the broader educational landscape. This study aims to explore the lived experiences of non-special education teachers, highlighting their strategies, challenges, and the impact of their experiences on their teaching practices in inclusive classrooms.

Table 1. Key Themes and Subthemes of the Lived Experiences of the Non- Special Education Teachers in Effectively Instructing Students with Special Needs in a Regular Classroom Setting

Theme	Subtheme	Evidence
Challenges in Inclusive Classrooms	Encouraging Social Interactions	"The most significant challenge... is encouraging social interactions and their classroom behaviors... sometimes ang hirap nilang ipa socialize sa ibang mga bata." (Participant 2)
		"The most significant challenge... is encouraging social interactions and their classroom behaviors... sometimes it's difficult to socialize them with other kids."
	Meeting Individual Needs	"One of the biggest challenges is meeting each student's unique needs... managing behavior... is sometimes overwhelming." (Participant 1)
		"One of the biggest challenges is meeting each student's unique needs... managing behavior... is sometimes overwhelming."
	Lack of Specialized Training	"One significant challenge is the lack of specialized training and resources... Understanding the particular needs of these students can be difficult without formal assessments or support." (Participant 5)
		"One significant challenge is the lack of specialized training and resources... Understanding the particular needs of these students can be difficult without formal assessments or support."
	Managing Classroom Dynamics	"Balancing the needs of different learners... I try to group students based on their abilities... sometimes... students without special needs may feel left out." (Participant 3)
		"Balancing the needs of different learners... I try to group students based on their abilities... sometimes... students without special needs may feel left out."
Teaching Adaptations	Use of Visual Aids and Multisensory Activities	"I adapt my teaching methods by using visual aids... breaking down tasks into simpler parts, and incorporating multisensory activities." (Participant 4)
		"I adapt my teaching methods by using visual aids... breaking down tasks into simpler parts, and incorporating multisensory activities."
	Differentiated Instruction	"I often modify assignments by giving shorter tasks or using assistive technology to help students with special needs access the material." (Participant 6)
		"I often modify assignments by giving shorter tasks or using assistive technology to help students with special needs access the material."

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	Flexible Learning Environment	"I also create a flexible learning environment... trying to provide different levels of tasks depending on the abilities of students." (Participant 2)
		"I also create a flexible learning environment... trying to provide different levels of tasks depending on the abilities of students."
Resource Limitations	Access to Support Systems	"We have resources like special education coordinators... but these resources are limited, as they are shared across many classrooms." (Participant 5)
		"We have resources like special education coordinators... but these resources are limited, as they are shared across many classrooms."
	Limited Availability of Resources	"May support systems naman... pero madalas overwhelmed din sila sa dami ng estudyanteng kailangan nilang asikasuhin." (Participant 3)
		"There are support systems... but they are often overwhelmed with the number of students they need to attend to."
Teacher Development	Need for Professional Development	"While some parents may share assessments or diagnoses, they often look to me to provide both the instruction and support... often I have had to learn a lot on my own." (Participant 6)
		"While some parents may share assessments or diagnoses, they often look to me to provide both the instruction and support... often I have had to learn a lot on my own."
	Impact on Teaching Practices	"Working with special needs learners has taught me to be more patient and creative... it has changed the way I think about teaching." (Participant 1)
		"Working with special needs learners has taught me to be more patient and creative... it has changed the way I think about teaching."
Cultural and Language Barriers	Communication Barriers	"Communication barriers, both linguistic and cultural, can make it harder to engage students effectively... especially those with special needs." (Participant 4)
		"Communication barriers, both linguistic and cultural, can make it harder to engage students effectively... especially those with special needs."
	Language Understanding	"...since mga Thai ang mga students namin, kadalasan ay di nila naiintindihan kung ano man ang nais naming ipahiwatig." (Participant 5)
		"...since our students are Thai, they often do not understand what we want to convey."

The analysis of the data reveals several critical themes and subthemes that illustrate the experiences and challenges faced by educators in inclusive classrooms. Each theme encompasses specific subthemes that highlight the complexities of teaching in such environments, supported by evidence from participant responses.

Theme 1: Challenges in Inclusive Classrooms

The theme of Challenges in Inclusive Classrooms captures the various difficulties teachers encounter when trying to create an inclusive environment for all students.

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- **Subtheme 1.1: Encouraging Social Interactions** Participant 2 noted, “The most significant challenge... is encouraging social interactions and their classroom behaviors... sometimes ang hirap nilang ipa socialize sa ibang mga bata.” This statement emphasizes the difficulty of fostering social connections among students, particularly those with special needs. Teachers often find it challenging to facilitate interactions that are crucial for building peer relationships and enhancing social skills, as students with different needs may struggle to engage with their peers.
- **Subtheme 1.2: Meeting Individual Needs** Participant 1 expressed that “One of the biggest challenges is meeting each student’s unique needs... managing behavior... is sometimes overwhelming.” This highlights the complexity of addressing the diverse learning requirements and behaviors of students, which can lead to feelings of being overwhelmed for teachers. The necessity for individualized approaches becomes evident, as each student’s needs can vary significantly.
- **Subtheme 1.3: Lack of Specialized Training** Participant 5 articulated, “One significant challenge is the lack of specialized training and resources... Understanding the particular needs of these students can be difficult without formal assessments or support.” This points to a critical gap in teacher preparation and professional development. Without adequate training and resources, teachers may feel unprepared to address the unique challenges posed by special needs students, impacting their ability to provide effective instruction.
- **Subtheme 1.4: Managing Classroom Dynamics** Participant 3 mentioned, “Balancing the needs of different learners... I try to group students based on their abilities... sometimes... students without special needs may feel left out.” This reflects the difficulties in classroom management, where teachers must navigate the diverse abilities and needs of their students. While grouping can facilitate learning, it may also inadvertently exclude certain students from participating fully, which poses challenges for inclusivity.

The theme of Challenges in Inclusive Classrooms reveals significant obstacles teachers face when fostering an inclusive environment, particularly in encouraging social interactions among students with special needs, as noted by Participant 2, who emphasized the difficulty in facilitating meaningful peer relationships. Participant 1 highlighted the overwhelming nature of addressing diverse individual needs, reinforcing Ainscow's (2020) assertion that overcoming barriers is essential for enhancing educational opportunities. Participant 5 pointed out the lack of specialized training, which hampers teachers' ability to effectively support students with special educational needs (SEN), aligning with the Institute on Community Integration's (2024) call for comprehensive teacher training in inclusive pedagogy. Participant 3's observation about managing classroom dynamics illustrates the challenges of balancing the needs of all learners, a concern echoed by Rouse and Florian (2021). Overall, effective inclusive education requires systemic changes, adequate resource allocation, and proactive efforts to address cultural attitudes towards disability, ultimately aiming to ensure that all students benefit from equitable educational opportunities (Bunch & Valeo, 2021).

Theme 2: Teaching Adaptations

The theme of Teaching Adaptations focuses on the strategies teachers employ to address the diverse needs of their students.

- **Subtheme 2.1: Use of Visual Aids and Multisensory Activities** Participant 4 shared, “I adapt my teaching methods by using visual aids, breaking down tasks into simpler parts, and incorporating multisensory activities.” This highlights the importance of employing varied instructional methods to enhance student understanding and engagement. By using visual and multisensory approaches, teachers can cater to different learning styles, making lessons more accessible for all students.
- **Subtheme 2.2: Differentiated Instruction** Participant 6 stated, “I often modify assignments by giving shorter tasks or using assistive technology to help students with special needs access the material.” This demonstrates the necessity for differentiated instruction, where teachers tailor their teaching strategies to meet the individual needs of students. Modifying tasks and utilizing technology are effective ways to ensure that all students can participate and succeed.
- **Subtheme 2.3: Flexible Learning Environment** Participant 2 noted, “I also create a flexible learning environment... trying to provide different levels of tasks depending on the abilities of students.” This reflects the significance of flexibility in teaching practices, allowing educators to adapt their approach based on students' varying abilities and learning paces. A flexible environment can encourage student agency and accommodate diverse learners effectively.

Teaching adaptations are essential strategies that educators employ to meet the diverse needs of their students, which include the use of visual aids and multisensory activities, differentiated instruction, and flexible learning environments. For instance, Participant 4 highlighted the significance of varied instructional methods, asserting that visual aids and multisensory approaches enhance understanding by catering to different learning styles (Dunn et al., 2020). Participant 6 emphasized differentiated instruction through task modification and assistive technology to ensure equitable access for students with special needs (Tomlinson, 2017), while Participant 2 pointed out the importance of creating a flexible learning environment to accommodate varying abilities and learning paces (Meo, 2023). Globally, inclusive education promotes the right to quality education for all children, influenced by socio-political contexts and necessitating effective strategies to address barriers that marginalize students (Karim et al., 2022; Ainscow, 2020). Technology plays a pivotal role in fostering personalized learning experiences, though cultural attitudes towards disability can affect acceptance and integration (Graham et al., 2021; Loreman et al., 2022). The preparation of non-special education

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teachers is crucial, as they often provide essential support to students with special educational needs, underscoring the importance of collaboration and professional development between general and special educators (Saxena, 2023; Graham et al., 2023). Ultimately, inclusive education not only enhances academic outcomes for students with special needs but also cultivates collaboration and empathy among all students, preparing them for diverse future environments (Thompson et al., 2024).

Theme 3: Resource Limitations

The theme of Resource Limitations highlights the systemic issues that hinder effective teaching in inclusive classrooms.

- **Subtheme 3.1: Access to Support Systems** Participant 5 pointed out, “We have resources like special education coordinators... but these resources are limited, as they are shared across many classrooms.” This statement underscores the challenge of accessing adequate support, which is often stretched thin across multiple classrooms. Insufficient support can lead to increased teacher workload and decreased effectiveness in addressing student needs.
- **Subtheme 3.2: Limited Availability of Resources** Participant 3 observed, “May support systems naman... pero madalas overwhelmed din sila sa dami ng estudyanteng kailangan nilang asikasuhin.” This indicates that while resources may exist, they are often insufficient to meet the demands of all students. This scarcity can significantly limit the capacity of teachers to provide the necessary support for an inclusive classroom environment.

The theme of Resource Limitations sheds light on the systemic challenges that impede effective teaching in inclusive classrooms, primarily through the subthemes of access to support systems and limited availability of resources. Participant 5 highlighted that although resources such as special education coordinators are available, they are often shared across numerous classrooms, leading to inadequate support for teachers who struggle to meet diverse student needs. This reflects findings from research indicating that insufficient support contributes to increased teacher workload and diminishes their effectiveness in fostering inclusive environments (Tomlinson, 2017). Participant 3 further noted that while support systems exist, they are frequently overwhelmed by the volume of students requiring assistance, underscoring the scarcity of resources that restricts teachers' ability to provide adequate support (Ainscow, 2020). This situation aligns with broader literature that emphasizes the importance of adequate resource allocation and support in promoting inclusive education (O'Connor & Smith, 2022), revealing that without sufficient systemic support, the goals of inclusivity remain challenging to achieve (Karim et al., 2022).

Theme 4: Teacher Development

The theme of Teacher Development focuses on the ongoing learning needs of educators to enhance their teaching practices.

- **Subtheme 4.1: Need for Professional Development** Participant 6 articulated, “While some parents may share assessments or diagnoses, they often look to me to provide both the instruction and support... often I have had 61 to learn a lot on my own.” This reflects a common sentiment among educators regarding the need for professional development in special education. Teachers often feel the burden of acquiring knowledge and skills independently, indicating a gap in systematic training programs.
- **Subtheme 4.2: Impact on Teaching Practices** Participant 1 shared, “Working with special needs learners has taught me to be more patient and creative... it has changed the way I think about teaching.” This highlights the transformative impact that working with diverse learners can have on educators. Through these experiences, teachers can develop enhanced patience and creativity, ultimately improving their teaching effectiveness and adaptability.

The theme of Teacher Development emphasizes the critical ongoing learning needs of educators to enhance their teaching practices, particularly in inclusive settings. Participant 6 articulated a common challenge faced by educators: the expectation to provide both instruction and support despite often lacking formal training in special education. This sentiment underscores the urgent need for professional development programs tailored to equip teachers with the necessary skills and knowledge to effectively support diverse learners (Pérez & Salinas, 2023). Research has shown that educators frequently undertake the responsibility of learning independently, which points to a significant gap in systematic training initiatives (Rouse & Florian, 2021). Moreover, Participant 1 highlighted the transformative nature of working with special needs learners, stating that such experiences have fostered greater patience and creativity in their teaching approach. This aligns with findings suggesting that engagement with diverse learners enhances educators' adaptability and effectiveness in the classroom (McGregor et al., 2022). Thus, continuous professional development is vital not only for improving teaching practices but also for fostering a deeper understanding of inclusive education, ultimately benefiting both educators and their students (Goss et al., 2023).

Theme 5: Cultural and Language Barriers

The theme of Cultural and Language Barriers addresses the challenges that arise from linguistic and cultural differences in the classroom.

- **Subtheme 5.1: Communication Barriers** Participant 4 noted, “Communication barriers, both linguistic and cultural, can make it harder to engage students effectively... especially those with special needs.” This emphasizes the complexities of communicating effectively in a diverse classroom. Teachers must navigate both language differences and cultural contexts to foster engagement and understanding.

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• **Subtheme 5.2: Language Understanding** Participant 5 stated, “...since mga Thai ang mga students namin, kadalasan ay di nila naiintindihan kung ano man ang nais naming ipahiwatig.” This highlights the difficulties faced by students who may not fully comprehend instructions due to language barriers. Addressing these challenges requires intentional strategies to support language acquisition and comprehension in an inclusive setting.

The theme of Cultural and Language Barriers highlights the significant challenges posed by linguistic and cultural differences in inclusive classrooms. Participant 4 noted that “communication barriers, both linguistic and cultural, can make it harder to engage students effectively... especially those with special needs,” emphasizing the complexities teachers face in facilitating understanding and engagement among diverse learners. Research supports this notion, indicating that effective communication is vital for fostering inclusivity, as miscommunication can hinder students' learning experiences (Loreman et al., 2022). Additionally, Participant 5 pointed out the difficulties faced by Thai students, stating, “...since mga Thai ang mga students namin, kadalasan ay di nila naiintindihan kung ano man ang nais naming ipahiwatig,” which underscores the need for intentional strategies to enhance language acquisition and comprehension within the classroom. Addressing these barriers is essential, as studies suggest that incorporating culturally responsive teaching methods and language support can significantly improve students' academic performance and engagement (Gonzalez et al., 2023). Therefore, it is imperative that educators develop skills and strategies to navigate these cultural and linguistic challenges, ensuring that all students receive equitable opportunities for learning and participation (Smith et al., 2021).

FINDINGS

The study revealed several key themes regarding the implementation of inclusive education and the strategies utilized by educators to meet the diverse needs of their students.

VARIED INSTRUCTIONAL METHODS

Participant 4 emphasized the significance of employing varied instructional methods, stating, “I adapt my teaching methods by using visual aids, breaking down tasks into simpler parts, and incorporating multisensory activities.” This approach aligns with effective teaching strategies that cater to diverse learning needs. Similarly, Participant 6 noted the importance of differentiation, sharing, “I often modify assignments by giving shorter tasks or using assistive technology to help students with special needs access the material.” Additionally, Participant 2 highlighted the necessity of creating a flexible learning environment, mentioning, “I also create a flexible learning environment... trying to provide different levels of tasks depending on the abilities of students.” Such adaptability is crucial for meeting individual student needs and promoting engagement.

BARRIERS TO IMPLEMENTATION

The implementation of inclusive education varies significantly across different socio-political and economic contexts (Karim et al., 2022). Participants stressed the importance of effective strategies to address barriers that marginalize children. They acknowledged international initiatives like the United Nations Girls' Education Initiative (UNGEI) as systemic efforts to promote inclusivity (Santos et al., 2023).

However, Participant 5 pointed out the limited availability of support systems, stating, “We have resources like special education coordinators... but these resources are limited, as they are shared across many classrooms.” Participant 3 echoed this concern, observing that while support systems exist, they often become overwhelmed, making it difficult to meet all student needs.

PROFESSIONAL DEVELOPMENT NEEDS

The necessity for ongoing professional development was a recurring theme, emphasized by Participant 6, who stated, “While some parents may share assessments or diagnoses, they often look to me to provide both the instruction and support... often I have had to learn a lot on my own.” This sentiment reflects a gap in systematic training for educators. Participant 1 further reflected on the transformative impact of working with diverse learners, noting, “Working with special needs learners has taught me to be more patient and creative... it has changed the way I think about teaching.” This personal growth underscores the transformative potential of inclusive education.

COMMUNICATION CHALLENGES

Finally, communication barriers emerged as a significant challenge in fostering inclusivity. Participant 4 noted, “Communication barriers, both linguistic and cultural, can make it harder to engage students effectively... especially those with special needs.” Participant 5 elaborated on the language comprehension difficulties faced by students, stating, “...since mga Thai ang mga students namin, kadalasan ay di nila naiintindihan kung ano man ang nais naming ipahiwatig.” These insights illustrate the complex interplay of factors that educators must navigate to create an inclusive learning environment.

DISCUSSION

The findings of this study illuminate critical themes associated with the implementation of inclusive education and the strategies educators employ to address the diverse needs of their students. One significant theme is the adoption of varied instructional

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methods, which was articulated by Participant 4 as essential for effective teaching. By utilizing visual aids, breaking down tasks, and incorporating multisensory activities, educators can tailor their approaches to accommodate different learning styles. This aligns with existing literature emphasizing the importance of differentiated instruction in fostering student engagement and success. Participant 6's emphasis on modifying assignments to include shorter tasks and assistive technology further underscores the necessity of differentiation, particularly for students with special needs. The necessity for a flexible learning environment, highlighted by Participant 2, illustrates that adaptability in teaching practices is crucial for meeting individual student needs and enhancing their overall learning experience.

This study also sheds light on the barriers to implementing inclusive education, which vary across socio-political and economic contexts. Participants expressed the importance of effective strategies to overcome these challenges, recognizing international initiatives like the United Nations Girls' Education Initiative (UNGEI) as vital systemic efforts to promote inclusivity. However, Participant 5's observation regarding the limited availability of support systems reveals a significant gap; resources such as special education coordinators are often overstretched and unable to meet the diverse needs of all students, as noted by Participant 3. This situation emphasizes the need for increased investment in support systems to ensure that all educators can effectively implement inclusive practices.

Professional development emerged as another critical area requiring attention. Participant 6's reflection on the inadequacies of training available to educators points to a significant gap in systematic support for those teaching diverse learners. This need is echoed by Participant 1, who noted how working with special needs students has transformed their teaching philosophy, fostering greater patience and creativity. Such personal growth among educators can be harnessed through targeted professional development programs, which can enhance their effectiveness in inclusive settings and ultimately benefit their students.

Lastly, communication barriers—both linguistic and cultural—were identified as significant challenges to fostering an inclusive learning environment. Participant 4's observation of these barriers reflects the complexities that educators face in effectively engaging students. Participant 5's elaboration on the language comprehension difficulties faced by Thai students underscores the urgent need for strategies that bridge communication gaps. Together, these insights illustrate the multifaceted challenges educators must navigate to create a truly inclusive learning environment. Addressing these challenges requires a comprehensive approach that includes enhanced training, adequate resources, and supportive frameworks to empower educators in their vital roles. Such measures are essential to foster an inclusive educational landscape that meets the diverse needs of all learners.

Problem 3. What insights can be derived from the response of the participants?

The insights derived from the responses of all participants in this study illuminate the complexities and challenges inherent in implementing inclusive education. A prominent theme that emerged is the critical necessity for varied instructional methods tailored to address the diverse needs of students. Participants consistently emphasized the importance of adapting their teaching strategies—utilizing visual aids, breaking down tasks into simpler components, and incorporating multisensory activities. These practices align with the principles of differentiated instruction, showcasing educators' awareness of the necessity to cater to different learning styles to foster engagement and success across the student spectrum (Tomlinson, 2014; Heacox, 2017).

Furthermore, the participants' observations shed light on significant barriers that hinder the implementation of inclusive practices, particularly in varying socio-political and economic contexts. Many educators acknowledged the limitations of existing support systems, such as inadequate resources and the overwhelming responsibilities faced by special education coordinators. This recognition points to systemic challenges that educators encounter while striving to promote inclusivity in their classrooms. Previous studies have highlighted similar barriers, noting that insufficient funding and lack of trained personnel contribute to the difficulties in achieving inclusive education (Santos et al., 2023; Karim et al., 2022). The consensus suggests an urgent need for enhanced investment in support frameworks, which can empower educators to effectively meet the diverse needs of their students.

Another vital insight from the participants pertains to the critical role of professional development in equipping educators with the skills and knowledge necessary to thrive in inclusive settings. Many participants reflected on the inadequacies of current training programs, highlighting a significant gap in systematic support for teachers working with diverse learners. Research has indicated that ongoing professional development initiatives are essential for facilitating personal growth and improving instructional practices (Darling-Hammond et al., 2017; Desimone, 2009). By investing in comprehensive training opportunities, we can better prepare educators to navigate the challenges of inclusive education.

Lastly, the responses revealed that communication barriers—both linguistic and cultural—pose significant challenges in fostering an inclusive learning environment. Participants noted that these barriers impede effective engagement with students, especially those from diverse backgrounds. This insight emphasizes the urgent need for targeted strategies to bridge communication gaps and cultivate an inclusive atmosphere where every student feels valued and understood (Huang et al., 2017).

The responses from the participants paint a vivid picture of the multifaceted nature of inclusive education. They highlight the essential strategies, resources, and training required to create supportive and effective learning environments for all students. By

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addressing these insights, we can work toward a more inclusive educational landscape that acknowledges and celebrates the diversity of our learners.

4. What action plan on educational practices may be proposed?

Introduction

In today's diverse educational landscape, fostering an inclusive classroom environment is essential for supporting the unique needs of all students. "Empowering Inclusive Classrooms: An Action Plan for Enhanced Educational Practices" aims to address the multifaceted challenges educators face in implementing effective inclusive education. This action plan identifies key gaps such as barriers to social interaction, individualized support, limited resources, and communication difficulties. By outlining specific objectives, strategies, and resources, this plan seeks to equip educators with the tools necessary to create flexible and responsive learning environments. Ultimately, this initiative endeavors to enhance teaching practices and promote equitable learning opportunities for every student, ensuring that all learners feel valued and empowered to succeed.

Objectives

The action plan "Empowering Inclusive Classrooms: An Action Plan for Enhanced Educational Practices" aims to foster an inclusive learning environment that effectively meets the diverse needs of all students through several key objectives. First, it seeks to enhance social interactions by implementing strategies that promote collaboration and peer support among students, thereby creating a cohesive classroom community. Additionally, the plan emphasizes the establishment of individualized instructional approaches, tailoring teaching methods to each student's unique learning requirements to ensure that all learners receive the necessary support to thrive both academically and socially.

Another vital objective is to provide targeted professional development for educators, equipping them with the skills and knowledge needed to navigate the complexities of inclusive education. This includes addressing gaps in specialized training and offering resources that facilitate effective classroom management and differentiated instruction. Furthermore, the plan aims to improve communication strategies by enhancing approaches that bridge linguistic and cultural barriers, which may hinder student engagement and participation.

By achieving these objectives, the action plan aspires to create a sustainable framework that empowers educators and fosters an inclusive educational experience for every learner, ultimately leading to improved educational outcomes and a more supportive classroom environment.

Gap	Objectives	Strategies	Timeline	Resources	Roles and Responsibilities	Evaluation and Monitoring	Potential Challenges and Solutions
Challenges in Inclusive Classrooms	Encourage social interactions among students.	- Implement structured social activities.	Month 1-3	- Social interaction resources	- Educators will facilitate activities.	- Surveys to assess social interaction improvement.	- Resistance from students to engage.
		- Use peer mentoring programs.		- Support staff	- Support staff will monitor interactions.	- Observations of classroom dynamics.	- Solutions: Gradual introduction of activities, using engaging formats.
	Meet individual needs of students effectively.	- Use tailored instruction plans.	Month 4-6	- Special education materials	- Educators to develop and implement plans.	- Monitor individual progress through assessments.	- High variability in student needs.

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		- Implement behavior management techniques.		- Behavior management training	- Special education coordinators to assist.	- Gather feedback from students and parents.	- Solutions: Regular assessments to adapt plans.
	Enhance specialized training for educators.	- Organize professional development workshops.	Month 1-6	- Training facilitators	- Educators to attend training sessions.	- Pre- and post-training evaluations to measure effectiveness.	- Limited availability of training sessions.
		- Provide access to online training modules.		- Online resources	- Administration to coordinate logistics.	- Follow-up surveys to assess application of skills.	- Solutions: Schedule sessions during less busy times.
Teaching Adaptations	Improve teaching methods to accommodate diverse learners.	- Use visual aids and multisensory teaching methods.	Month 4-8	- Teaching aids and resources	- Educators to create and utilize materials.	- Regular feedback from students on teaching effectiveness.	- Difficulty in finding suitable resources.
		- Implement differentiated instruction strategies.		- Technology tools	- Support staff to assist in implementation.	- Observational assessments by peers.	- Solutions: Collaborate with other educators for resource sharing.
Resource Limitations	Enhance access to support systems for educators.	- Advocate for additional resources and staffing.	Month 1-6	- Community partnerships	- Administration to lead advocacy efforts.	- Assess the number of additional resources secured.	- Potential resistance from administration.
		- Establish partnerships with local organizations.		- Funding sources	- Educators to participate in community outreach.	- Collect feedback from educators on support received.	- Solutions: Present data on need for resources to support requests.
Teacher Development	Promote ongoing professional development for	- Create a mentorship program.	Month 5-8	- Mentorship guides	- Experienced educators to mentor peers.	- Track participation rates in mentorship.	- Time constraints for educators.

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	educators.						
		- Offer peer collaboration opportunities.		- Collaboration tools	- Administration to support collaboration efforts.	- Evaluate improvements in teaching practices through peer reviews.	- Solutions: Integrate professional development into existing schedules.
Cultural and Language Barriers	Address communication barriers in the classroom.	- Develop strategies to enhance language comprehension.	Month 2-5	- Language support materials	- Educators to implement strategies.	- Monitor improvements in student engagement through observations.	- Cultural resistance to change.
		- Provide language support resources.		- Training for educators	- Language specialists to provide support.	- Feedback from students on communication clarity.	- Solutions: Educate families on benefits of inclusive practices.

The gap identifies specific challenges that hinder effective inclusive education, providing a clear focus for improvement efforts. These challenges can range from issues like insufficient training for educators, lack of resources, and barriers to social interaction among students, to broader systemic issues like inadequate support from school administration. Recognizing these gaps is crucial as they highlight the areas where intervention is most needed to create a more inclusive environment. For example, challenges in encouraging social interactions among students may reflect a lack of structured activities or social skill development programs, necessitating targeted strategies to address these deficits.

The objectives state the desired outcomes for addressing each identified gap. They provide clear, measurable goals that guide the action plan's direction. For instance, if a gap is identified as the lack of specialized training, the objective might be to enhance teachers' skills through targeted professional development workshops. Objectives should be Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) to ensure that progress can be effectively tracked. This clarity helps all stakeholders understand the end goals and align their efforts toward achieving them.

Strategies are the specific methods and approaches designed to achieve the objectives. These can include a variety of actions such as implementing differentiated instruction, using assistive technologies, or creating mentorship programs among educators. Each strategy should be carefully chosen based on evidence from previous studies, best practices, and the specific needs of the students and teachers involved. For example, utilizing multisensory activities can address diverse learning styles, while structured social activities can foster better peer interactions. By clearly defining strategies, the action plan provides a roadmap for how objectives will be accomplished.

The timeline provides a schedule for implementing the strategies, outlining when specific actions will take place. A well-defined timeline helps in organizing efforts and ensuring that activities are completed in a logical sequence. It allows for the prioritization of tasks, facilitating efficient use of time and resources. For example, initial professional development workshops might be scheduled within the first three months, followed by ongoing support sessions later in the year. A timeline also helps stakeholders stay accountable and enables timely adjustments to the plan as needed.

Resources outline the materials, tools, and supports needed to carry out the plan effectively. This may include financial resources for training programs, educational materials such as visual aids and assistive technology, or access to expert facilitators for professional development. Identifying necessary resources ensures that all required elements are in place to support the successful implementation of strategies. Additionally, collaboration with community organizations or securing grants can enhance resource availability, which is particularly important in contexts where budget constraints exist.

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Clearly defined roles and responsibilities detail who will be responsible for each aspect of the plan, ensuring accountability and clarity. This might involve assigning specific educators to lead professional development sessions, designating special education coordinators to provide support, or involving school administration in advocacy efforts for additional resources. By assigning roles, the action plan promotes collaboration among all stakeholders, facilitating a more cohesive approach to implementing inclusive education practices. It also helps to streamline communication and coordination of efforts across different levels of the educational system.

Evaluation and monitoring describe how the effectiveness of the strategies will be assessed over time. This may involve collecting qualitative and quantitative data through surveys, classroom observations, and feedback from students, parents, and teachers. Establishing benchmarks for success allows for ongoing assessment of progress toward objectives. Regularly reviewing and analyzing this data enables educators and administrators to make informed decisions about the effectiveness of strategies, adjust them as necessary, and celebrate successes, fostering a culture of continuous improvement.

Identifying potential challenges and solutions is crucial for proactive planning. This component involves anticipating obstacles that may arise during implementation, such as resistance to change from educators or logistical difficulties in scheduling training sessions. By proposing solutions, such as gradually introducing new strategies or integrating professional development into existing schedules, the action plan prepares stakeholders to navigate these challenges effectively. Acknowledging potential hurdles and having contingency plans in place fosters resilience and adaptability within the implementation process.

Summary

Together, these components create a comprehensive action plan that addresses the multifaceted challenges of inclusive education. By systematically identifying gaps, setting clear objectives, outlining actionable strategies, and preparing for potential challenges, the plan aims to enhance the effectiveness of inclusive practices and ultimately improve educational outcomes for all students.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter presents a comprehensive summary, conclusion, and recommendations derived from the findings of this study. This chapter synthesizes the key insights gained regarding the challenges and strategies associated with implementing inclusive education in diverse classroom settings. It will encapsulate the main themes identified throughout the research, highlight the significance of fostering inclusive practices, and provide actionable recommendations aimed at enhancing educational experiences for all students. By drawing upon the evidence collected, this chapter aims to offer a reflective overview that informs future practices and policy decisions in the realm of inclusive education.

Summary of Findings

The following are the summary of the findings:

1. The lived experiences of non-special education teachers reveal a range of challenges and successes in effectively instructing students with special needs within regular classrooms. These experiences highlight the need for adaptation in teaching strategies, the necessity of collaborative support, and the importance of continued professional development.
2. Several key themes emerged from the participants' responses, including the importance of varied instructional methods, the need for social interaction among students, and the challenges posed by resource limitations. Additionally, cultural and language barriers were identified as significant factors affecting inclusivity in the classroom.
3. Insights derived from participant responses highlight the necessity of creating a flexible learning environment that accommodates diverse learning needs. Effective communication strategies and peer support among students were identified as essential for fostering an inclusive atmosphere.
4. The action plan "Empowering Inclusive Classrooms" aims to create a comprehensive framework for fostering inclusivity in educational settings by enhancing social interactions, establishing individualized instructional approaches, providing targeted professional development for educators, and improving communication strategies to effectively meet the diverse needs of all students.

Conclusion

The following conclusions were drawn from the study's findings:

1. The findings indicate that non-special education teachers often feel underprepared to meet the diverse needs of students with special needs due to limited training and resources. However, those who adapt their teaching methods and collaborate with peers report more positive outcomes in their classrooms.
2. The emerging themes suggest that while teachers strive to create inclusive environments, they face systemic barriers that hinder their effectiveness. Addressing these themes is critical for enhancing the educational experience for all students, particularly those with special needs.

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3. The insights reflect a clear need for educational practices that not only accommodate but celebrate diversity in the classroom. Building strong communication channels and peer relationships can significantly enhance student engagement and learning outcomes.
4. The proposed action plan, "Empowering Inclusive Classrooms: An Action Plan for Enhanced Educational Practices," aims to systematically address the challenges identified in the study while leveraging teachers' lived experiences to enhance inclusivity in educational settings.

Recommendation

Considering the findings and insights drawn from the narratives of the co- participants, the following recommendations are suggested:

1. Implement targeted professional development programs focused on inclusive education strategies, such as differentiated instruction and classroom management techniques, to equip non-special education teachers with the necessary skills and confidence.
2. Educational institutions implement targeted support systems and professional development programs to address systemic barriers, thereby empowering teachers to enhance the inclusivity and effectiveness of their classroom practices for all students, especially those with special needs.
3. Foster a classroom culture that emphasizes collaboration and peer support through structured group activities and initiatives that encourage social interaction among all students, thereby enhancing the inclusivity of the learning environment.
4. Educational stakeholders adopt and implement the "Empowering Inclusive Classrooms" action plan to effectively address identified challenges and harness teachers' experiences, thereby fostering a more inclusive and supportive educational environment for all students.

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APPENDICES

Appendix A. Certificate of Validation



**UNIVERSITY OF
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SYSTEM DALTA**



CERTIFICATE OF VALIDATION

This is to certify that the research instrument of Marie Cate P. Rivas to be used in her thesis, **EXPLORING THE CHALLENGES ENCOUNTERED BY NON-SPECIAL EDUCATION TEACHERS IN EFFECTIVELY INSTRUCTING STUDENTS WITH SPECIAL NEEDS IN REGULAR CLASSROOM SETTING**, underwent validation and examination by the undersigned. I can attest that the questionnaire is ready to use and substantially appropriate.


MINEILWIN R. SERDANA
Public Schools District Supervisor
Schools Division of Parañaque City

Date: October 7, 2024

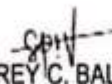


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HERREY C. BALISACAN, Ph.D.
Professor
UPHSD, Graduate School

Date: October 7, 2024

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Las Piñas Campus



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RODRIGO C. MORALES, Ph.D.
Professor
UPHSD, Graduate School

Date: October 7, 2024

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**UNIVERSITY OF
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13th of October 2024

DR. WORALAK CHOOKEMNERD

School Director
Warraphat School
63 Pattano, Uthit, Hatyai
Songkhla, Thailand 90110

Dear Dr. Chookemnerd

Greetings!

I am Marie Cate P. Rivas, currently working as a Teacher at Warraphat School and a graduate student at the University of Perpetual Help System Dalta, where I am pursuing a Master's degree in Education, specializing in Special Education (SPED). I am writing to humbly request permission to conduct a research study within our institution as part of my graduate coursework.

The focus of my study is titled "Exploring the Challenges Encountered by Non-Special Education Teachers in Effectively Instructing Students with Special Needs in a Regular Classroom Setting." The purpose of this research is to gain an in-depth understanding of the specific challenges that non-SPED teachers encounter while instructing students with special needs in an inclusive classroom. In particular, my study will involve interviews with eight foreign teachers at our institution, allowing them to share their lived experiences, challenges, and insights as they work to meet the diverse needs of students within the general education setting.

I am committed to upholding strict confidentiality and ethical standards throughout the research process, ensuring that all data collected is anonymized and used solely for academic purposes. I will also adhere to any institutional guidelines provided for conducting research within the school setting.

I believe that the outcomes of this study will provide meaningful insights that could help shape future professional development programs and inform policy decisions regarding inclusive education. I appreciate your consideration of my request and am more than willing to discuss any additional requirements or conditions necessary for conducting this study within the institution.

Thank you very much for your time and support.

Sincerely,

Marie Cate P. Rivas, LPT

APPENDIX C. CERTIFICATE OF APPROVAL OF THE REQUEST



WARRAPHAT SCHOOL

63 PATTANO, UTHIT, RAJYINDEE ROAD
HATYAI, SONGKHLA, THAILAND
90110

October 20, 2024

APPROVAL CERTIFICATE

To Whom It May Concern,

This is to formally certify that **Ms. Marie Cate Rivas** has successfully conducted a study at **Warraphat School** as part of her academic or research requirements. As part of this study, Ms. Rivas carried out in-depth interviews with eight (8) foreign teachers currently employed at the school.

The study was undertaken with the utmost respect for confidentiality and academic integrity. All findings will be used solely for academic purposes and will contribute to the broader understanding of cross-cultural teaching environments.

We commend Ms. Rivas for her dedication, professionalism, and commitment to this research project, and we look forward to the insights and outcomes of her study.

If further information is required, please do not hesitate to contact us.

Sincerely,

DR. WORALAK CHOOKEMNERD
Director of Warraphat School

APPENDIX D. INTERVIEW QUESTIONNAIRE GUIDE



INTERVIEW QUESTIONNAIRE GUIDE

Title: Exploring The Challenges Encountered by Non-Special Education Teachers In Effectively Instructing Students With Special Needs In Regular Classroom Setting

A. Starting Up Questions

1. How are you today, Teacher?
2. How long have you been teaching at Warraphat School?
3. Do you have students with special needs and how many are they?

B. Main Questions

1. What are the most significant challenges you encounter when working with learners with special needs in your inclusive classroom?
2. How do you adapt your teaching methods to meet the needs of students with special needs, and what obstacles do you face in doing so?
3. Can you describe any support systems or resources available to you as a non-special education teacher, and how effective are they in helping you manage learners with special needs?
4. How do you balance the diverse learning needs of both learners with and without special needs in your classroom, and what difficulties arise from this?
5. In what ways has your experience with special needs learners impacted your teaching practices, and what challenges have you faced in acquiring the necessary skills to handle such learners?

APPENDIX E. TRANSCRIPTS OF INTERVIEWS

Participant 1

Researcher: Hello teach!

Participant: Hello teach!

Researcher: How are you today?

Participant: I'm fine how about you?

Researcher: I'm fine too, thank you for asking. Before we are going to start, I want to ask you if you have a kid with special needs in your classroom?

Participant: Yes, I have. I think I have one (1) student with special needs. Researcher: Do you know what kind of disability he/she has?

Participant: I'm not sure but I think she have autism. But I'm not sure ha. Researcher: How many years you've been working in Warraphat School? Participant: I've been working in Warraphat for five (5) years.

Researcher: Wow! That must be a long year of working already. So now let's proceed to the questions. What are the most significant challenges you encounter when working with learners with special needs in your inclusive classroom?

Participant: The most significant challenge I encountered when working with learners with special needs in an inclusive classroom is encouraging social interactions and their classroom behaviors. It's important to foster a sense of community while ensuring that all students feel accepted and valued. Sometimes kasi, ang hirap nilang ipa socialize sa ibang mga bata. Nag tatantrum at di po sila makontrol. Nakaka stress din minsan dahil di mo poalam kung ano yung nararapat na gawin sa kanila.

Translation: The biggest challenge I faced when working with learners with special needs in an inclusive classroom is encouraging social interactions and managing their classroom behaviors. It's important to create a sense of community while ensuring that all

Exploring the Challenges Encountered by Non-Special Education Teachers in Effectively Instructing Students with Special Needs in Regular Classroom Setting

students feel accepted and valued. Sometimes, it can be difficult to encourage them to socialize with other kids. They may throw tantrums and can be hard to control. It can also be stressful at times because I don't always know the best way to support them

Researcher: How do you adapt your teaching methods to meet the needs of students with special needs, and what obstacles do you face in doing so?

Participant: So, here in Warraphat school, we do have ILP or Individualized Learning Program which is needed an effort talaga to make the activities for the students with or without special needs. At first nanibago ako kasi sa regular classroom sa Pinas walang ILP but the time goes by, I already accept and adapt it. Mahirap lang ay minsan kapos po sa materials at need naming mag isip ng ibang way to make the materials for the kids.

Translation: Here at Warraphat School, we have an Individualized Learning Program (ILP), which requires a real effort to create activities for students with or without special needs. At first, I was a bit surprised because regular

classrooms in the Philippines don't have ILPs, but over time, I have accepted and adapted to it. The only difficulty is that sometimes we lack materials, and we need to think of other ways to create materials for the kids

Researcher: The next one is, can you describe any support systems or resources available to you as a non-special education teacher, and how effective are they in helping you manage learners with special needs?

Participant: Yung ILP po is the one that can support the needs of the kids. This ILP po includes 4 stations such as writing, speaking, vocabularies, and phonics. We prepared also one station for advance kids who easily got bored after doing the 4 stations. This is very effective to teach them since we use a tangible and engaging materials for them.

Translation: The ILP is what can support the needs of the kids. This ILP includes four stations: writing, speaking, vocabulary, and phonics. We also prepared one station for advanced kids who easily get bored after doing the four stations. This is very effective for teaching them since we use tangible and engaging materials

Researcher: Umm, di po ba sya nakakadagdag ng Gawain yan sa inyo? (Umm, doesn't that add more tasks for you?)

Participant: Medyo mahirap sya at matrabaho sya kasi need pa mag hanap ng materials and then sometimes Saturday and Sunday gumagawa kami ng ILP and we have to think the ways for the students lalo na sa mga bata with

special needs. (It's a bit difficult and labor-intensive because we still need to find materials, and sometimes on Saturdays and Sundays we're working on the ILP (Individualized Learning Plan). We have to think of ways to support the students, especially those with special needs.)

Researcher: Okay, next. How do you balance the diverse learning needs of both learners with and without special needs in your classroom, and what difficulties arise from this?

Participant: Through knowing what they like and gaining their trust as well. Sa paraan na yan ay makukuha ang attention nila at silay makikinig sayo yun nga lang since mga Thai ang mga students namin, kadalasan ay di nila naiintindihan kung ano man ang nais naming ipahiwatig. Mahirap lng minsan dahil sa Language barrier ay di nakakapag communicate ang mga bata, luckily meron po kaming Thai partner na tumutulong sa amin.

Translation: Through knowing what they like and gaining their trust as well. This way, you can capture their attention, and they will listen to you. However, since our students are Thai, they often don't understand what we want to convey. It can be difficult sometimes because the language barrier prevents the children from communicating, but luckily, we have a Thai partner who helps us.

Researcher: So last one, in what ways has your experience with special needs learners impacted your teaching practices, and what challenges have you faced in acquiring the necessary skills to handle such learners?

Participant: The kids with special needs challenge me the way that they teach me how to have a long patience, mga bata po kasi nasa 3-4 years old sila. They teach me how enhance my creativity kasi easy silang ma bored sa iisang material lang at mahilig sila sa mga colorful at tangible na mga bagay. They give me inspiration also, as a teacher I really want to help them grow individually and to be accepted with the society. The challenge here for me is to prepare the teaching material kasi need talaga bago sa paningin nila ng makuha ang interest at attention nila.

Translation: The kids with special needs challenge me by teaching me how to have great patience; they are about 3 to 4 years old. They teach me how to enhance my creativity because they get bored easily with just one material and they love colorful and tangible things. They also give me inspiration; as a teacher, I really want to help them grow individually and be accepted by society. The challenge for me is preparing the teaching materials because they need something new and interesting to capture their attention)

Researcher: Thank you so much teach for your time and effort in answering all of my questions.

Participant 2

Researcher: Hello teach! Participant: Hello teach! Researcher: Are you ready? Participant: Yes, I am.

Researcher: How was your day teach? Participant: Oh, it's such a good day.

Researcher: Can you tell me if you have a kids with special needs inside your classroom?

Participant: Actually, I do have and I also experience teaching students who those who have special needs.

Researcher: How many years you've been working in Warraphat School? Participant: Umm.. It's actually my third year now.

Exploring the Challenges Encountered by Non-Special Education Teachers in Effectively Instructing Students with Special Needs in Regular Classroom Setting

1. Researcher: So now let's proceed to our questions. So the first one, what are the most significant challenges you encounter when working with learners with special needs in your inclusive classroom?

Participant: One significant challenge is the lack of specialized training and resources specific to learners with special needs in a private teaching setting. Understanding the particular needs of these students can be difficult without formal assessments or support. Communication barriers, both linguistic and 98

cultural, can make it harder to engage students effectively, especially those with special needs, as English is a second language for many students. Additionally, the small-group or one-on-one format typical in private teaching can mean that adapting lessons to meet these needs requires considerable extra effort and customization.

Researcher: Okay, so how do you adapt your teaching methods to meet the needs of students with special needs, and what obstacles do you face in doing so?

Participant: Umm. I think I adapt my teaching methods by using visual aids, more structured routines, breaking down tasks into simpler parts, and incorporating multisensory activities. In some cases, I might modify the curriculum or provide more frequent breaks to manage attention spans. A common obstacle is the limited access to tools like assistive technology or special education resources, which are more commonly available in formal school settings. Moreover, the private teaching environment may not always provide the flexibility to access external support easily.

Researcher: So, can you describe any support systems or resources available to you as a non-special education teacher, and how effective are they in helping you manage learners with special needs?

Participant: As a non-special education teacher, I rely on my own research, professional development, and experience when working with students with special needs. There is minimal external support available in the private 99 sector, especially in Thailand, where access to specialized resources or formal SPED support systems may be limited. While some parents may share assessments or diagnoses, they often look to me to provide both the instruction and support, even when I may not have the expertise of a SPED- trained educator.

Researcher: Now, How do you balance the diverse learning needs of both learners with and without special needs in your classroom, and what difficulties arise from this?

Participant: In private lessons, it is crucial to strike a balance between keeping lessons engaging for students with higher proficiency levels while simultaneously supporting students with special needs. The challenge lies in ensuring that students with special needs don't feel overwhelmed or left behind, while the more advanced students are not under-stimulated. Sometimes, this requires preparing parallel activities or adjusting lesson pacing, which can be difficult with limited time and resources.

Researcher: The last one, in what ways has your experience with special needs learners impacted your teaching practices, and what challenges have you faced in acquiring the necessary skills to handle such learners?

Participant: My experience working with special needs learners has deepened my understanding of differentiated instruction and the importance of patience and adaptability. I've become more aware of individual learning styles and the need to offer a variety of teaching methods. However, one of the biggest challenges has been acquiring the necessary skills to effectively handle learners with special needs, as there is limited formal training available for private teachers in Thailand, requiring me to independently seek out resources and strategies to improve my practice.

Researcher: Okay, so thank you so much teacher for your time and valuable answers.

Participant 3

Researcher: Hello teach! Are you ready? Participant: Yes!

Researcher: How are you today teach? Participant: Doing great so far.

Researcher: Ohh, so how many years you've been working in Warraphat School?

Participant: Mmm. I've been in Warraphat for about five (5) years.

Researcher: So, can you tell me if you've experience teaching kids with special needs from the past years?

Participant: Yeah, during my third year in Warraphat until now, I've been teaching kids will special needs/

Researcher: So now I'm going to have an interview and the first one, what are the most significant challenges you encounter when working with learners with special needs in your inclusive classroom?

Participant: Umm.. One of the biggest challenges is meeting each student's unique needs. Some students need extra attention or different teaching methods, which can be hard to provide when I also need to focus on the rest of the class. Managing behavior and understanding the best way to support them academically and emotionally is sometimes overwhelming.

Researcher: So mahirap talaga e mange yung mga bata na may special needs nuh? (It's really challenging to manage students with special needs, right?)

Participant: Super!

Researcher: How do you adapt your teaching methods to meet the needs of students with special needs, and what obstacles do you face in doing so?

Exploring the Challenges Encountered by Non-Special Education Teachers in Effectively Instructing Students with Special Needs in Regular Classroom Setting

Participant: I adapt my teaching by using different materials, such as visual aids, hands-on activities, and simpler instructions. I also give more time for students to complete their work and try to create a flexible learning environment. The obstacle I face is the time it takes to prepare these adjustments while also teaching the whole class. Sometimes it feels like there's not enough time to meet everyone's needs properly.

Researcher: Mmm, because I think you need to focus on one student who needs your guidance right?

Participant: Yes.

Researcher: Can you describe any support systems or resources available to you as a non-special education teacher, and how effective are they in helping you manage learners with special needs?

Participant: We have resources like special education coordinators, school counselors, and sometimes professionals visited in our school to conduct and check the student. They help with advice or strategies and sometimes work directly with the students. However, these resources are limited, as they are shared across many classrooms, so the support is not always immediate or regular.

Researcher: How do you balance the diverse learning needs of both learners with and without special needs in your classroom, and what difficulties arise from this?

Participant: Balancing the needs of students with and without special needs can be tough. I try to group students based on their abilities and give them different tasks, but it's not always easy. Sometimes, students without special needs may feel left out or that they are not getting enough attention, and students with special needs may struggle even with extra help.

Researcher: The last one, on what ways has your experience with special needs learners impacted your teaching practices, and what challenges have you faced in acquiring the necessary skills to handle such learners?

Participant: Working with special needs learners has taught me to be more patient and creative. It has changed the way I think about teaching, pushing me to find new strategies to reach all students. However, it's also shown me the challenges of not having enough training in special education. I've had to learn a lot on my own, which can be difficult and time-consuming.

Researcher: That's all for today teacher. Thank you so much for your time.

Participant 4

Researcher: Ready kana? (Are you ready?) Participant: Ready

Researcher: Okay, so um... How are you today, teach? Participant: I'm doing great, thank you for asking.

Researcher: How many years you've been working in Warraphat School teach?

Participant: Six (6) years, almost six (6) years next year.

Researcher: Haba nuh. (Long years) So, do you have um...special kids in your classroom?

Participant: Um.. I think I have one (1) special. Yes, a special kid.

Researcher: Okay, so now let's proceed to our questions. What are the most significant challenges you encounter when working with learners with special needs in your inclusive classroom?

Participant: One of the most significant challenges is creating a classroom environment where all students feel included and supported. Students with special needs may struggle with social interactions, concentration, or specific tasks, and ensuring they are fully engaged while balancing the needs of the whole class is demanding.

Researcher: Hmm..So How do you adapt your teaching methods to meet the needs of students with special needs, gahod teach (so noisy teacher) and what obstacles do you face in doing so?

Participant: I often modify assignments by giving shorter tasks or using assistive technology to help students with special needs access the material. I also create individualized learning goals for them. The main obstacle is that some modifications take extra time to plan and implement, and it's difficult to maintain consistency when the needs are so varied across the class.

Researcher: Hmm..So, can you describe any support systems or resources available to you as a non-special education teacher, and how effective are they in helping you manage learners with special needs?

Participant: We have some access to special education specialists, and occasionally, we receive training sessions or workshops. Sometimes, we also get classroom support through aides or paraprofessionals. While helpful, the support um.. the be irregular, and there are times when I feel I need more consistent guidance, especially for students with complex needs.

Researcher: So, meron din kayong ano teach sa Warraphat, merong seminar? Within six (6) years nakapag seminar ka about the kids with special needs? (Within six (6) years, have you attended a seminar about kids with special needs?)

Participant: Yeah. Somehow, they gave workshops in relation with kids with special needs.

Researcher: Okay, so how do you balance the diverse learning needs of both learners with and without special needs in your classroom, and what difficulties arise from this?

Participant: I balance the needs of different learners by providing differentiated instruction, where tasks are tailored based on ability levels. Group work helps, as I can pair students with varying skills. However, maintaining fairness can be hard—students without special needs sometimes feel they aren't getting enough attention, while those with special needs may need much more individualized support.

Exploring the Challenges Encountered by Non-Special Education Teachers in Effectively Instructing Students with Special Needs in Regular Classroom Setting

Researcher: Okay, so the last one. In what ways has your experience with special needs learners impacted your teaching practices, and what challenges have you faced in acquiring the necessary skills to handle such learners?

Participant: Teaching students with special needs has broadened my perspective on education. I've become more aware of how flexible teaching needs to be, and it's made me a more reflective teacher. However, the challenge has been acquiring specific strategies to address behavioral or learning challenges without formal special education training. Often, I rely on trial and error or advice from colleagues, which can be a slow process.

Researcher: Okay, so that's all for today teach. Thank you so much.

Participant 5

Researcher: Ready kana teach? *laugh* (Are you ready teacher?) So mangamusta sa ko nimu nuh. *laugh* (Let me say first how are you to you) How are you today teach?

Participant: Okay lang, laban lang sa life. *laugh* (I'm okay and still keep on fighting)

Researcher: Laban jud. Pila kana gani ka tuig sa Warraphat teach? (Keep fighting. How many years you've been working in Warraphat teacher?)

Participant: Three (3) years.

Researcher: Oh, three (3) years. Lawig napud nuh. (Oh, three year. Long years already) So, may I know if you have kids with special needs sa imuhang class? (May I know if you have kids with special needs in your class?)

Participant: Yes I have. Like two (2) of them. I have two (2) kids with special needs.

Researcher: Okay. So now let's proceed to our questions teach. You can answer any dialect. But I think tagalog is formal *laugh*. The first one What are the most significant challenges you encounter when working with learners with special needs in your inclusive classroom?

Participant: Isa sa mga pinakamalaking hamon na nararanasan ko ay ang pagkakaiba-iba ng learning styles at kakayahan ng mga estudyante. Ang mga learners na may special needs madalas nangangailangan ng mas maraming oras at mas maraming personalized na pagtutok. Minsan, nagiging challenging ang pagpapanatili ng focus ng buong klase habang iniintindi ko ang kanilang mga natatanging pangangailangan.

Translation: I adapt my teaching by using various methods such as visual aids, simple language, and interactive activities to engage them more. But the problem is that sometimes there isn't enough time and resources. It can be difficult to develop lessons that suit them because I don't always have sufficient materials or expertise regarding specific disabilities.

Researcher: Ohh. So yung ano teach, yung dalawang children with special needs, hindi rin nakakapokus sa klase? (Are the two kids with special needs can't focus during the class?)

Participant: Actually, iba-iba sila. Yung isang studyante ko. Umm. Nakakapokus naman sya pag meron naman syang, alam mo yun, mga learning manipulatives like may ginagawa sya. Pero kung purely lesson talaga hindi sya nakakapokus. Lagi syang nag lalakad, yung isa naman hindi sya nakakapag salita tapos lagi syang tumatalon habang nag kaklase.

Translation: Actually, they're different. One of my students, is able to focus when there are learning manipulatives, like when they're doing something. But if it's purely a lesson, they can't focus. They're always walking around. The other one, though, can't speak and is always jumping around during class.

Researcher: That's very hard for you to handle teach. Okay, next How do you adapt your teaching methods to meet the needs of students with special needs, and what obstacles do you face in doing so?

Participant: Ina-adapt ko ang pagtuturo sa pamamagitan ng paggamit ng iba't ibang paraan tulad ng visual aids, simpleng language, at mga interactive na gawain para mas ma-engage sila. Pero ang problema, minsan kulang ang oras at resources. Minsan, mahirap mag-develop ng lessons na swak sa kanila dahil hindi ako laging may sapat na materials o expertise tungkol sa specific disabilities.

Translation: I adapt my teaching by using various methods such as visual aids, simple language, and interactive activities to engage them more. But the problem is that sometimes there isn't enough time and resources. It can be difficult to develop lessons that suit them because I don't always have sufficient materials or expertise regarding specific disabilities.

Researcher: Mga how many minutes pala teach yung ano, yung klase mo sa kanila? (How many minutes is your teaching time to them?)

Participant: Every week, three times and forty minutes lang. (Every week I teach them 3 times for forty minutes)

Researcher: Okay, next question. Can you describe any support systems or resources available to you as a non-special education teacher, and how effective are they in helping you manage learners with special needs?

Participant: May support systems naman tulad ng special education coordinators. Nakakatulong sila, pero madalas overwhelmed din sila sa dami ng estudyanteng kailangan nilang asikasuhin. Kaya minsan, kailangan ko mag-isip ng sarili kong paraan para ma-manage ang mga estudyante, lalo na kapag wala agad support na available.

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Translation: There are support systems like special education coordinators. They are helpful, but they often feel overwhelmed by the number of students they need to attend to. So sometimes, I have to think of my own ways to manage the students, especially when support is not readily available.

Researcher: Okay, so next how do you balance the diverse learning needs of both learners with and without special needs in your classroom, and what difficulties arise from this?

Participant: Para mabalanse ang iba't ibang pangangailangan ng mga estudyante, ginagawa ko ang lessons na flexible, kung saan may iba-ibang options kung paano nila matatapos ang mga gawain. Pero, isang challenge dito ay siguraduhing lahat ng estudyante, with or without special needs, ay may natutunan. Minsan, nagiging mahirap lalo na kapag may ibang estudyante na mas mabilis natututo kaysa sa iba, kaya dapat laging naka- focus sa pagtutok at pacing.

Translation: To balance the different needs of the students, I create lessons that are flexible, where there are various options for how they can complete the tasks. However, one challenge is ensuring that all students, with or without special needs, are learning. Sometimes it becomes difficult, especially when some students learn faster than others, so I always have to focus on instruction and pacing.

Researcher: Last, in what ways has your experience with special needs learners impacted your teaching practices, and what challenges have you faced in acquiring the necessary skills to handle such learners.

Participant: Malaki ang epekto ng pagtuturo sa mga learners with special needs sa aking mga teaching practices. Natutunan kong maging mas patient at creative sa pagtuturo. Pero, ang challenge ay ang pagkakaroon ng sapat na kaalaman para sa bawat disability. Hindi palaging sapat ang mga training o workshops na naibigay, kaya minsan may struggle talaga na mas maging epektibo bilang guro sa mga batang may espesyal na pangangailangan.

Translation: The impact of teaching learners with special needs on my teaching practices is significant. I've learned to be more patient and creative in my teaching. However, the challenge is having sufficient knowledge for each disability. The training or workshops provided are not always enough, so there are times when I really struggle to be more effective as a teacher for children with special needs.

Researcher: That's all teach. Thank you so much.

Participant 6

Researcher: Ready na te? (Are you ready?)

Participant: Okay Katya, ready na. (Yes Cate, I'm ready.)

Researcher: Musta man imong adlaw te? (How was your day today?)

Participant: Okay lang Katya, kapoy. (It's okay even though it's a tiring day)

Researcher: As usual te, ravan ra jud. (As usual. Keep on fighting!) Okay, so I'm going to have an interview for you today. The first one, what are the most significant challenges you encounter when working with learners with special needs in your inclusive classroom? You can use tagalog or taglish for answering.

Participant: Isang malaking challenge ang pag-aadjust ng classroom environment para maging inclusive. Mahirap i-ensure na bawat estudyante, lalo na yung may special needs, ay komportable at naiintindihan ang mga instruction. Minsan, kailangan ko ring mag-isip ng creative ways para matulungan silang makipag-socialize sa ibang classmates, dahil madalas nahihirapan silang mag-engage sa group activities

Translation: One big challenge is adjusting the classroom environment to make it inclusive. It's difficult to ensure that every student, especially those with special needs, feels comfortable and understands the instructions. Sometimes, I also need to think of creative ways to help them socialize with their classmates, as they often struggle to engage in group activities.

Researcher: Next, how do you adapt your teaching methods to meet the needs of students with special needs, and what obstacles do you face in doing so?

Participant: Yung sagot ko jan (My answer is..) Iniadapt ko ang pagtuturo sa pamamagitan ng pag-personalize ng mga learning materials—nagpi-prepare ako ng iba't ibang klase ng worksheets at gumagamit ng mga adaptive technology kung available. Pero isang obstacle dito ay ang kawalan ng consistent na resources. Minsan kailangan kong maglaan ng sariling oras para gumawa ng materials, at hindi laging may budget o time para dito.

Translation: I adapt my teaching by personalizing the learning materials—I prepare various types of worksheets and use adaptive technology when available. But one obstacle is the lack of consistent resources. Sometimes I have to dedicate my own time to create materials, and there isn't always a budget or time for this.

Researcher: Next, umm.. Can you describe any support systems or resources available to you as a non-special education teacher, and how effective are they in helping you manage learners with special needs?

Participant: May mga support systems tulad ng SPED coordinator at school psychologist, pero hindi laging agad sila ma-contact. Madalas, on-the-spot problem solving ang ginagawa ko kapag may urgent situation. Ang mga available na training ay minsan sobrang generic at hindi tugma sa specific needs ng mga estudyante ko, kaya kulang ang practical application.

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Translation: There are support systems like the SPED coordinator and school psychologist, but they are not always immediately accessible. Often, I have to do on-the-spot problem-solving when there is an urgent situation. The available training is sometimes too generic and does not align with the specific needs of my students, which limits practical application.

Researcher: Maayos din naman te nuh, kasi na poprovide niyo naman yung mga needs ng mga bata kahit wala ang agarang tulong ng mga SPED coordinator. (It's also okay, right? Because you are able to provide for the needs of the children even without the immediate help of the SPED coordinator)

Participant: Oo, naman kasi pag anjan kana sa situation nay an you need to be creative enough. (Yes, exactly. Because when you're already in that situation, you need to be creative enough.)

Researcher: Next one. How do you balance the diverse learning needs of both learners with and without special needs in your classroom, and what difficulties arise from this?

Participant: Oh okay. Para mabalanse ang needs ng mga estudyante, madalas kong gamitin ang strategy ng differentiation, kung saan nagbibigay ako ng iba't ibang levels ng tasks depende sa kakayahan ng mga estudyante. Pero nagiging challenging ito dahil kailangan kong maging sobrang organized at prepared para ma-monitor ang progress ng bawat isa, lalo na't iba-iba ang pace ng learning nila. Minsan din, ang ibang estudyante na walang special needs ay nagtatanong kung bakit iba ang activities ng iba.

Translation: To balance the needs of the students, I often use the strategy of differentiation, where I provide different levels of tasks depending on the students' abilities. However, this becomes challenging because I need to be very organized and prepared to monitor each student's progress, especially since their learning paces vary. Sometimes, other students without special needs ask why the activities are different for some.

Researcher: Oh, parang na cucurious sila. (Oh, it's like they're curious about it.)

Participant: Oo, parang na gugilty Karin na parang na feel nil ana may something sila dahil yung sa iba ang activity ay mas Madali compare sa kanila. (Yes, it's like they also feel guilty, like they feel there's something wrong with them because for others, the activity is easier compared to theirs.)

Researcher: Last question. In what ways has your experience with special needs learners impacted your teaching practices, and what challenges have you faced in acquiring the necessary skills to handle such learners? Participant: Ang experience ko sa pagtuturo ng learners with special needs ay nagturo sa akin ng halaga ng empathy at pagiging flexible. Natuto akong maging mas open sa iba't ibang approaches sa learning. Pero ang isa sa pinakamalaking challenge ay ang kakulangan ng sapat na training na mas malalim para sa specific disabilities. Hindi palaging sapat ang basic training para masagot ang iba't ibang complex situations na nakakaharap ko sa classroom.

Translation: My experience teaching learners with special needs has taught me the importance of empathy and flexibility. I've learned to be more open to different approaches to learning. However, one of the biggest challenges is the lack of sufficient training that goes deeper into specific disabilities. Basic training is not always enough to address the various complex situations I encounter in the classroom.

Researcher: Halos lahat naman te nuh may student with special needs.

(Almost everyone, right, has a student with special needs.)

Participant: Oo, lahat naman ng level mayroon talaga, kaya need talaga mag isip palagi rin ng mga new strategies. (Yes, every level really has them, that's why we always need to think of new strategies.)

Researcher: That's all for today teach, thank you so much for your time.

Participant 7

Researcher: Are you ready Teacher Jo*****? Participant: Yeah, I'm ready.

Researcher: How are you today?

Participant: So far so good, just came from work and a bit tiring.

Researcher: Okay, so now let's proceed to our interview questions for today. So, what are the most significant challenges you encounter when working with learners with special needs in your inclusive classroom?

Participant: A major challenge is understanding how to teach each student effectively. Some students have physical, emotional, or cognitive differences that require individualized support. This can make it hard to keep the whole class on track, especially when students have different needs and learning speeds.

Researcher: Teacher, you have a kid with special needs in your classroom right?

Participant: Yes, I think like three (3) of them. One of them have disturbing behavior.

Researcher: Okay, let's proceed to the second question. How do you adapt your teaching methods to meet the needs of students with special needs, and what obstacles do you face in doing so?

Participant: I adjust my teaching by offering alternative ways of learning, like using visual supports, technology, or breaking down lessons into smaller steps. I also use more one-on-one instruction when possible. However, one obstacle is managing time. It's

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difficult to balance personalized support for students with special needs while also ensuring that the rest of the class stays engaged and learning.

Researcher: The next one. Can you describe any support systems or resources available to you as a non-special education teacher, and how effective are they in helping you manage learners with special needs?

Participant: There are school resources like guidance from the special education team, access to learning materials, and sometimes collaboration with specialists. While these are helpful, they are not always available when I need them most. The availability of these resources often depends on the school's budget and the number of students who need support.

Researcher: Diba kasi meron tayong mga ano, naa mga Special Coordinators/ specialist na naga lakaw sa ato school diba? (We have Special Coordinators/specialists who sometimes visited in our school, right?)

Participant: We have that like twice a year and they are asking for the assessment of the child. Every now and then we give them a report that they are going to assess. Researcher: Okay, let's proceed to the next question. How do you balance the diverse learning needs of both learners with and without special needs in your classroom, and what difficulties arise from this?

Participant: Balancing different learning needs in one classroom is challenging because students without special needs can move faster through lessons, while others need more time and adjustments. I try to use group work or station activities to keep everyone engaged at their level. However, it's hard to ensure that everyone is progressing at the right pace without leaving some students behind.

Researcher: Last is in what ways has your experience with special needs learners impacted your teaching practices, and what challenges have you faced in acquiring the necessary skills to handle such learners?

Participant: Teaching special needs learners has made me more aware of how diverse learning can be. It has encouraged me to be more flexible and use different strategies to reach all learners. However, I have found it challenging to acquire the skills needed to handle some specific disabilities or behaviors. I've had to seek out professional development or additional resources on my own, which can be a struggle due to time constraints.

Researcher: Thank you so much for time and sharing your insights about this interview.

Participant 8

Researcher: Ready na gurl? (Are you ready?) How are you today? Participant: I'm kinda tired, you know kindergarten is tiring.

Researcher: As usual because I'm in the kindergarten too. How many years you've been working in Warraphat School?

Participant: Almost four (4) years.

Researcher: Wow, that's a long time of service. *laugh*. So now I'm going to have an interview for you. The first one, what are the most significant challenges you encounter when working with learners with special needs in your inclusive classroom?

Participant: One of the most significant challenges I encounter is finding ways to engage students with a wide range of abilities and needs. Learners with special needs often require individualized attention, and in a classroom with diverse learners, it can be difficult to provide that consistently. Additionally, managing behaviors that stem from different learning disabilities can be challenging while maintaining a positive learning environment for all students.

Researcher: Okay, the next one how do you adapt your teaching methods to meet the needs of students with special needs, and what obstacles do you face in doing so?

Participant: I often adapt my teaching methods by breaking down instructions into smaller, more manageable steps, using more visuals, and incorporating hands-on activities. However, obstacles include time constraints and the lack of specialized training in certain disabilities. It's also hard to ensure that adaptations benefit the student without singling them out or making them feel different from their peers.

Researcher: Okay, so how many students with special needs in your class? Participant: I think, three. One is like ADHD.

Researcher: Can you describe any support systems or resources available to you as a non-special education teacher, and how effective are they in helping you manage learners with special needs?

Participant: There are some resources available, such as the school counselor, special education coordinators, and teaching assistants. These supports are helpful, but they aren't always enough because they may be stretched thin, working with multiple teachers and students. Sometimes, it takes a while to access the specific help I need, or the resources aren't fully aligned with the unique needs of each student.

Researcher: So every classroom meron talaga teach nuh?

Participant: Yes and I think the parents also don't accept their child that has disability and they let their child to join in a regular classroom setting. Researcher: How do you balance the diverse learning needs of both learners with and without special needs in your classroom, and what difficulties arise from this?

Participant: Balancing the needs of both learners with and without special needs requires a lot of differentiation. I often use group work and peer support so that students can learn at their own pace. However, one difficulty is making sure students without special

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needs don't feel like they are being held back, while at the same time ensuring students with special needs aren't left behind. It's a constant balancing act.

Researcher: Ohh, okay. Pero paring e bance minsan. (Oh, okay. But sometimes it's still a bit of a challenge.)

Participant: Mahirap. (It's difficult) Sometimes it takes time specially the kids with special needs to accommodate them compared with the normal children.

Researcher: In what ways has your experience with special needs learners impacted your teaching practices, and what challenges have you faced in acquiring the necessary skills to handle such learners?

Participant: Working with special needs learners has made me more patient, flexible, and creative in my teaching. However, it has also highlighted gaps in my training, especially when it comes to addressing the needs of students with more severe disabilities. Acquiring the skills to support these students has been a challenge because professional development opportunities specific to special education are not always readily available or comprehensive enough for a non-special education teacher.

Researcher: Kasi sa school natin nuh, minsan wala ring mga seminar for kids with special needs. (Because in our school, sometimes there aren't any seminars for kids with special needs.)

Participant: Yes, choosen lang din ang umaatend and I think halos lahat ng mga Thai because they can more understand the children and the students can speak and understand well the Thai Language. (Yes, only a chosen few attend, and I think it's mostly the Thai teachers because they can better understand the children, and the students can speak and understand Thai more easily.)

Researcher: Okay, that's all. Thank you so much for your time and sharing your experiences in this interview.

APPENDIX F. CERTIFICATE OF ORIGINALITY



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CERTIFICATE OF ORIGINALITY

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WITH SPECIAL NEEDS IN REGULAR CLASSROOM SETTING**

Name of Student: MARIE CATE P. RIVAS

Program: Master of Arts in Education major in Special Education

Date of Submission to TURNITIN: February 7, 2025

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Name of Student: MARIE CATE P. RIVAS

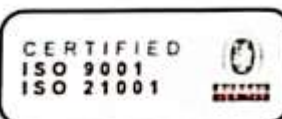
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APPENDIX H. LANGUAGE EDITING CERTIFICATION



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APPENDIX I. CURRICULUM VITAE



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CURRICULUM VITAE

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Father	Mario Valencia(Deceased)
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EDUCATIONAL BACKGROUND

Elementary	Bambad Central School
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Tertiary	Sultan Kudarat State University- Access
Graduate School	University of Perpetual Help System Dalta

WORK EXPERIENCE

Moloy High School, Inc.	2 years (Adviser of Grade 7)
51 talk	1 year (ESL Online Teacher)
Warraphat School	3 years (DLP Kindergarten 1 Adviser)



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