Attitude And Work Motivations Of Gen-Ed Teachers Towards Teaching Learners With Intellectual Disability

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Abstract

One of the most important of inclusion is the attitude and work motivations of teachers towards children with special needs. The perspective of educators on the difficulty of educating students with special educational needs has been cited as a crucial factor in deciding whether or not schools are inclusive settings. This study examines the attitudes and work motivation of general education teachers towards learners with intellectual disability in elementary school. It used descriptive-correlational methodology in survey based. The instrument used was a researcher developed questionnaire titled "Attitude and Work Motivation of General Education Teachers towards Teaching Learners with Intellectual Disability" with a test-retest reliability alpha of 0.76 was used to collect data from teachers. Findings showed that attitude and work motivation of general education towards teaching learners with intellectual disability among elementary school teachers in the study area were no significant. The test of hypotheses showed that their attitude and work motivation do not differ by gender, age and length of service. Respondents were well-informed about inclusive education and held favorable opinions concerning inclusion. Schools must provide sufficient learning support providers and educational resources, as well as in-depth specialization courses that provide specialized practices for implementing the special education strategies in their classrooms and teaching strategies for bridging theory and practice. Individualized education plan (IEP) provisions, curriculum adjustments, and classroom adaptations that are suitable for learners with special educational needs should be incorporated into the design and actual implementation of learning support programs.

Keywords: Attitudes and Work Motivation; General Education Teachers; Intellectual Disability; Inclusive Education

1. Introduction

Teachers are highly skilled and dedicated professional who plays a crucial role in the education system. They possess extensive knowledge in their subject area and are proficient in delivering effective instruction to students. A teacher's primary responsibility is to facilitate learning by creating a positive and engaging classroom environment. They design and implement lesson plans, assess student progress, and provide constructive feedback to promote academic growth. Additionally, a teacher serves as a mentor, guiding and supporting students in their personal and intellectual development. They demonstrate strong communication and interpersonal skills to effectively interact with students, parents, and colleagues. A teacher's professionalism is reflected in their commitment to continuous learning, professional development, and adherence to ethical standards. Furthermore, Teachers generally approach teaching learners with intellectual disabilities with a positive and inclusive attitude. They recognize the unique needs and challenges that these students may face and strive to create a supportive and inclusive learning environment. Teachers understand

that each student has individual strengths and abilities, and they work to identify and build upon these strengths to promote their overall development.

Motivation means an inclination and selectivity in behavior controlled by its relationship between consequences and tendencies to maintain goals until they are reached. Providing a quality education for all lies at the heart of the Education 2030 Agenda. Achieving this goal will require 'well-qualified, trained, adequately remunerated, and motivated teachers' (UNESCO, 2016: 30). However, global trends indicate that teacher motivation has been falling in recent years, leading to teacher shortages (Crehan, 2016; UNESCO IICBA, 2017). With motivation playing an important role in teacher performance, reversing this trend is critical to maintaining quality teaching and thus positively impacting student learning outcomes (TTF, 2016; World Bank, 2018).

Positive attitudes towards inclusion are increased and have a more beneficial impact the longer teachers have been working in a school. This is also true when they are in regular contact with people with disabilities. In this respect, attitudes are more positive the more frequent those favourable and significant experiences with disabled people are. Curiously, the teachers counting with less working experience are more supportive of developing inclusion processes. Accordingly, Alnahdi et al., refer to the inter-group contact theory to suggest that interactions can reduce prejudices between majority and minority groups. Consequently, it can be concluded that inter-group contact contributes to reducing the stigma suffered by people with disabilities.

General education teachers are motivated by various factors when it comes to teaching learners with intellectual disabilities. Many general education teachers are driven by a strong belief in inclusive education and the importance of providing equal opportunities for all students, including those with intellectual disabilities. They are motivated by the desire to create an inclusive classroom environment where every student feel valued and supported. Teachers often find great satisfaction in making a positive impact on their students' lives. They are motivated by the opportunity to help learners with intellectual disabilities overcome challenges, develop new skills, and achieve their full potential. Witnessing the progress and growth of these students can be highly rewarding and serves as a strong motivator. Teaching learners with intellectual disabilities requires continuous learning and professional development. Many general education teachers are motivated by the opportunity to expand their knowledge and skills in special education. They seek to enhance their teaching strategies, adapt instructional materials, and implement effective interventions to meet the diverse needs of their students. Teachers often find motivation in collaborating with other professionals, such as special education teachers, therapists, and support staff.

2. Statement of the Problem

The purpose of the study is to determine the level on attitudes and work motivation of general education teachers towards teaching learners with intellectual disability in relation to their gender, age and years of teaching and to analyze the difference in attitude and work motivation of teachers towards teaching learners with learning disability. Specifically, the study aims to answer the following:

1) What is the profile of respondents in terms of:
    1.1 Gender,
    1.2 Age, and
    1.3 Length of service
2) What is the level of attitude of teachers towards teaching learners with learning disability in terms of:
    2.1 Adaptability,
    2.2 Hostility,

    2.3 Dependability and Initiative?

3)   What is the level of work motivation of teachers towards teaching learners with learning disability in terms of:

    3.1 Spirit at work to achieve satisfactory result,

    3.2 Complimentary Rewards of Work, and

    3.3 Harmonious atmosphere and relationship with colleagues?

4) Is there a significant relationship between attitudes and work motivation of teachers towards teaching learners with learning disability as perceived by the respondents?

5) Is there a significant difference in attitude and work motivation of teachers towards teaching learners with learning disability when analyzed according to:

    5.1 Gender,

    5.2 Age, and

    5.3 Length of Service?

3. Review of Related Literature

Inclusive education is ethnically sensitive, accepts diversity, and inspires learning for ALL children, encourage involvement, support, and teamwork (UNESCO's belief, 2015) and that also encourages healthy habit and makes children responsible in their daily lives through guided learning. Moreover, teachers have the opportunities to learn and benefit from that learning. People involved in this program learn to collaborate for the children's benefit. On the other hand, Greek teacher's belief that educational inclusion results revealed that regular education teachers hold a number of restrictive as well as conflicting beliefs towards disability and educational inclusion (Zoniou-Sideri and Vlachou, 2006). These teachers reported that although educational inclusion is necessary as a means of improving the way ordinary school functions and reducing the marginalization and stigmatization of students with disabilities, special segregated education is important as a means of providing a secure and protective shelter to these students and as a way of covering a number of ordinary education's deficiencies. According to Florian (2012), many general classroom teachers in Scotland resist to include children with special needs in their classes believing that inclusion interferes with the effective education of other students.

In the Philippine educational landscape, implementation of Inclusive Special Education started in S.Y, 1997-1998 through mainstreaming or integration of special learners in the regular education program. In order to educate as many children as possible, and due to a lack of funds to build a separate special education infrastructure to meet the needs of children with disabilities, the Philippine Department of Education officially adopted inclusive education as a viable educational alternative in 1997. As a matter of fact, the notion of 'Silahis Centres' (a school within a school) is proposed as a practical model for implementing and promoting the inclusion of students with disabilities in normal schools across the Philippines (Inciong & Quijano, 2009). Another study taken in the Philippines (Muega, 2006) found a lack of teachers' training supports student with disabilities

Teachers' Attitudes and Work Motivation toward Mainstreamed Special Learners

In the previous years, below average attitudes of teachers have been shown in previous studies (Barco, 2007; Dupoux, Wolman, & Estrada, 2005; Loreman, Forlin & Sharma, 2007) towards learners with SEN and their inclusion in the regular classes. Considerable number of studies as well have shown that teachers share

the same perceptions regarding IE; some positive and some negative (Barco, 2007; Dupoux, Wolman, & Estrada, 2005; Ross-Hill, 2009). But despite the variation of perceptions among teachers, Wiggins (2012) argued that there is a significant relationship between a successful inclusion and the teachers' perceptions regarding inclusion in education. As a result, it may be stated that teachers who have experience teaching in an inclusive classroom have more favourable judgments on IE than those who have never taught in an inclusive environment.

Over the past decades, views of teachers remain the same. Actually in the study of Dev (2014), it was revealed that teachers prefer and appreciate mainstreaming more than just inclusion. Evidently, as stated by Sharma and Desai (2003), teacher training has found to lessen concerns of pre-service teachers in dealing toward IE. In support of the previous author's statement, Subban and Sharma (2006), also found out that teachers held favourable perceptions for the reason that of course they have attended training and gained knowledge regarding inclusive education. This means that if a teacher is well-equipped and has enough knowledge regarding IE, a successful inclusion is really achievable. However the following authors (Ali, Mustapha & Jelas, 2006), also found in their study that there are teachers that were impacted negatively by training related to IE. But overall, according to Ali, Mustapha, and Jelas (2006), the majority of the population of teachers see IE positively. Meaning, despite loopholes regarding the program, the majority still sees the potential of what IE can do to help learners with SEN.

As an educator for the learners with special educational needs, the researcher (Zerrudo, AP, 2022) found out that there are early learners with special educational needs being mainstreamed in regular classes specifically in kindergarten. Infact, they are placed in inclusive classes as early as five years old. Some are diagnosed with disabilities while others are simply based on the teachers' assessment. This propelled the researcher to conduct an evaluation on the extent of inclusiveness of kindergarten for early learners with disabilities.

4. Research Design and Methodology

4.1 Research Design

The study will utilize descriptive-correlational and quantitative research approaches. According to Creswell (2012), the descriptive category covers correlational studies conducted in a natural setting without any attempts to introduce something new, modify, or control a phenomenon. The objective of this so-called descriptive-correlational survey is to provide the extent to which changes in one dimension of a phenomenon correlate with changes in one or more dimensions. It is to determine the relationship between different variables (McBurney & White, 2009). The study was conducted to determine the level of attitudes and work motivation of general education teachers towards teaching learners with intellectual disability.

4.2 Respondents of the Study

The respondents of this study covered the 100 teachers in selected Public Elementary Schools from Division of Davao De Oro and Division of Panabo coded as School A, School B, School C, and School D.

4.3 Data Gathering Procedure

A sample of 30 teachers were drawn for size sampling technique from the public schools in the study area for validity of questionnaire. The instrument used for the collection of data was a self-developed

questionnaire titled: Attitude and Work Motivation of General Education of Teachers Towards Teaching Learners with Intellectual Disability Questionnaire and validated by measurement and evaluation experts. The reliability of the instrument was carried out using the Cronbach alpha (α) which yielded a reliability coefficient of 0.76. Hence, the instrument was adjudged fit for use. Before administering the instrument to 100 teachers, the researchers sought permission from principals of the schools to notify them of the intended exercise. After due permission was granted, the instrument was administered to teachers through google form, to receive an automatic responses immediately. Data was collected from 100 general education teachers.

4.4 Data Gathering Instrument

The researchers prepared questionnaire and developed by the experts. The research tool has three parts: (1) demographic information, (2) attitudes of general education teachers towards learners with intellectual disability, and (3) work motivation of general education teachers towards learners with intellectual disability. The items of parts 2 and 3 were rated on a five-point Likert scale: Strongly Agreed (SA)_5, Agreed (A)_4, Neutral (N)_3, Disagreed (D)_2 and Strongly Disagreed (SD)_1.

5. Results and Discussion

5.1 Demographic Profile of the Respondents

The following table shows the gender, age, and length of service of general education teachers of public school in study area.

Table 1. The Profile of Respondents

Sex	Frequency	Percentage
Female	84	84%
Male	16	16%
Total	100	100%

Age (in years)	Frequency	Percentage
26 - 35	29	29%
36 - 45	59	59%
46 - 55	9	9%
56 - 60	3	3%
Total	100	100%

Length of Service	Frequency	Percentage
1 - 5 years	21	21%
6 - 10 years	39	39%
11 - 15 years	25	25%
16 - 20 years	15	15%
Total	100	100%

There are more women than men who answered the survey (84 vs. 16). There are 29 teachers under the age of 26 to 35, 59 teachers under 36 to 45 years old, 9 teachers under 46 to 55 years old and 3 teachers under 56 to 60 years old. Moreover, the majority of respondents have substantial teaching experience of more

than 6 to 10 years (39%), followed by a group with intermediate teaching experience of between 11 to 15 years (25%). A considerable difference may be shown between those with 16 to 20 years of teaching experience (15% of participants) and those with less than five years of experience (21%). The results show that the demographic profile of respondents are important in this study in revealing towards inclusion.

5.2 Attitude of Teachers Towards Teaching Learners with Intellectual Disability

Table 2. The Level of Attitude of Teachers Towards Teaching Learners with Intellectual Disability in Terms of Adaptability

	Statements	SD	Mean	Descriptive Interpretation
1	Believe children with disability need to be given special attention by their teachers	0.78	3.57	High
2	There is nothing wrong with including handicapped children with other children in general class setting	0.72	3.09	Moderate
3	Can teach ID student in a general class	0.48	2.95	Moderate
4	Wish could help mentally retarded children to learn at school	0.53	3.37	Moderate
5	Create friendly atmosphere inside the classroom with Intellectual Disability student.	0.56	3.48	High
	Overall Mean	0.40	3.29	Moderate

Table 2 shows that teachers believed children with disability need to be given special attention and that they create friendly atmosphere inside the classroom with intellectual disability students which gain a high level of interpretation.

Table 3. The Level of Attitude of Teachers Towards Teaching Learners with Intellectual Disability in Terms of Hostility

	Statements	SD	Mean	Descriptive Interpretation
1	Intellectual disability students to learn with other students in a class is a thing don't really like	0.86	2.28	Low
2	If have way, will avoid teaching children with disability	0.85	2.09	Low
3	Major business is salary at the end of the month and not teaching children of migrants	0.77	1.68	Very Low
4	Teaching students with disability is a waste of time.	0.59	1.41	Very Low
5	The behavior of children with disability gives distraction to regular class.	0.84	2.35	Low
	Overall Mean	0.58	1.96	Low

Table 3 interpreted as low level with 1.96 mean score, which shows that teachers are not that hostile in dealing with pupils with intellectual disability, hence they accepted challenges in teaching different pupils in regular class.

Table 4. The Level of Attitude of Teachers Towards Teaching Learners with Intellectual Disability in Terms of Dependability and Initiative

	Statements	SD	Mean	Descriptive Interpretation
1	Giving extra work to children with disability if no one accommodates.	0.63	2.65	Moderate
2	Naturally feel excited when see children of nomadic pastorals that wants to learn with other students	0.50	3.07	Moderate
3	Teaching intellectual disability student is an enjoyable thing	0.39	3.01	Moderate
4	Teaching children with high intelligence quotient challenging.	0.58	3.16	Moderate
5	Wish could spend more time teaching children with	0.40	3.04	Moderate

intellectual disabilities in class/school			
Overall Mean	0.30	2.99	Moderate

Table 4 as the level of attitudes in terms of dependability and initiative interpreted as moderate level with the mean score of 2.99 like giving extra works to children with special needs, teaching intellectual disability student gives enjoyable and interesting part for teachers.

Table 5. The Level of Attitude of Teachers Towards Teaching Learners with Intellectual Disability

Indicators	SD	Mean	Descriptive Interpretation
Adaptability	0.40	3.29	Moderate
Hostility	0.58	1.96	Low
Dependability and Initiative	0.30	2.99	Moderate
Overall Mean	0.22	2.75	Moderate

Table 5 shows the summary of the level of attitudes of teachers towards teaching learners with intellectual disability. It stated the three indicators; adaptability mean = 3.29, hostility mean = 1.96, and dependability and initiative mean = 2.99. These indicators has an overall mean of 2.75 as moderate level of interpretation which means that the teachers showed positive attitude towards learners with intellectual disability.

5.3 Work Motivation of Teachers Towards Teaching Learners with Intellectual Disability

Table 6. The Level of Work Motivation of Teachers Towards Teaching Learners with Intellectual Disability in Terms of Spirit at Work to Achieve Satisfactory Result

	Statements	SD	Mean	Descriptive Interpretation
1	Learn new teaching skills at the workplace.	0.55	3.38	Moderate
2	Feel equipped for the teaching profession.	0.45	3.23	Moderate
3	Believe doing a good job.	0.48	3.35	Moderate
4	Teaching gives purposeful life.	0.50	3.56	High
5	Have access to all required teaching materials.	0.49	3.08	Moderate
	Overall Mean	0.36	3.32	Moderate

In this table 6, the spirit at work to achieve satisfactory result has been resulted as moderate level in work motivation of teachers towards teaching learners with intellectual disability. It calculated 3.32 as an overall mean. It means hat teachers belief one's work makes a contribution, a sense of connection to others and common purpose.

Table 7. The Level of Work Motivation of Teachers Towards Teaching Learners with Intellectual Disability in Terms of Complimentary Rewards of Work

	Statements	SD	Mean	Descriptive Interpretation
1	Head teacher praises work.	0.36	3.10	Moderate
2	Promotion opportunities motivate to do a better job.	0.57	3.08	Moderate
3	Satisfied with the standard of profession life.	0.46	3.12	Moderate
4	Salary and workload are satisfactory.	0.59	2.89	Moderate
5	Have satisfactory benefits in teaching.	0.48	3.01	Moderate
	Overall Mean	0.33	3.04	Moderate

Table 7 shows the level of work motivation in terms of complementary rewards of work which resulted overall mean of 3.04 as an overall mean that interpreted as moderate level. Teachers exerted efforts in his

field of teaching which needs also an appreciation from ups to feel their importance in the group.

Table 8. The Level of Work Motivation of Teachers Towards Teaching Learners with Intellectual Disability in Terms of Harmonious Atmosphere and Relationship with Colleagues

	Statements	SD	Mean	Descriptive Interpretation
1	Pleased with the working environment at school.	0.39	3.10	Moderate
2	Happy with the facilities of institution.	0.49	2.96	Moderate
3	Have opportunities to broaden professional expertise.	0.36	3.12	Moderate
4	Head teacher respects his staff.	0.44	3.18	Moderate
5	Can express self creatively at work.	0.42	3.19	Moderate
	Overall Mean	0.29	3.11	Moderate

Table 8, the level of work motivation of teachers towards teaching learners with intellectual disability in terms of harmonious atmosphere and relationship with colleagues has an overall mean of 3.11 in moderate level. It shows that building such relationships or networks encourages teachers to work as a team towards a common goal, rather than competing with one another or engaging in a blame culture. Everyone should be sensitive to the diverse cultures, values and beliefs of employees when developing and implementing events or programs that are not related to work.

Table 9. The Level of Work Motivation of Teachers Towards Teaching Learners with Learning Disability

Indicators	SD	Mean	Descriptive Interpretation
Spirit at Work to Achieve Satisfactory Result	0.36	3.32	Moderate
Complimentary Rewards of Work	0.33	3.04	Moderate
Harmonious Atmosphere and Relationship with Colleagues	0.29	3.11	Moderate
Overall Mean	0.28	3.16	Moderate

Table 9, summary of the level of work motivation of teachers towards teaching learners with intellectual disability with an overall mean of 3,16 under moderate level determines that the teachers' motivation is mostly based on work environment, the people around or colleagues and complimentary rewards. These are the factors to consider by the teachers to stay long and work harmoniously specially in handling learners with intellectual disability.

Table 10. Significant Relationship Between Attitudes and Work Motivation of Teachers Teaching Learners with Intellectual Disability as Perceived by the Respondents

Attitudes of Teachers	Work Motivation of Teachers			
	r	p-value	Decision	Interpretation
Adaptability	-0.239	0.017	Accept H_o	Not Significant
Hostility	0.725	0.000	Reject H_o	Significant
Dependability and Initiative	0.406	0.000	Reject H_o	Significant
Attitudes of Teachers	0.681	0.000	Reject H_o	Significant

Result in Table 10 shows that the calculated p-value of 0.000 is statistically significant ($p<0.05$). Thus, the null hypothesis is rejected.

Table 11. Significant Difference in Attitude of Teachers Towards Teaching Learners with Intellectual Disability in Terms of Sex, Age, and Length of Service

Variables	F-value	p-value	Interpretation
Gender	1.476	0.236	Not Significant
Age	1.532	0.412	Not Significant
Length of Service	1.063	0.373	Not Significant

Result from hypothesis 1 (Table 11) showed that gender (F=1.476; p= 0.236), age (F=1.532; p=0.412) and years of service (F=1.063; p=0.373) of teachers has no significant influence on their attitude towards teaching learners with intellectual disability.

Table 12. Significant Difference in Work Motivation of Teachers Towards Teaching Learners with Learning Disability in Terms of Sex, Age, and Length of Service

Variables	F-value	p-value	Interpretation
Gender	0.492	0.491	Not Significant
Age	0.316	0.726	Not Significant
Length of Service	0.299	0.826	Not Significant

Result from hypothesis 2 (Table 12) showed that gender (F=0.492; p= 0.491), age (F=0.316; p=0.726) and years of service (F=0.299; p=0.826) of teachers has no significant influence on their work motivation towards teaching learners with intellectual disability.

The majority of respondents agreed that kids with special educational needs should have equal participation opportunities in all age-appropriate school-sponsored activities (e.g., sports, field trips, clubs, school plays, community service activities, etc.). General education, special education, paraprofessionals, parents, and related support providers must plan and collaborate in order for the kid with special educational needs to meet his or her learning objectives. The integration of students with exceptional educational requirements fosters social autonomy. Students with intellectual disability should be welcome in regular classes. Individualized education programs (IEPs) that include academic and functional skills (e.g., behavioral, social, communication, and life skills) needed to access the general education curriculum should be offered. General education, special education, paraprofessionals, parents, and related support providers must plan and collaborate in order for the kid with special educational needs to meet his or her learning objectives. The academic growth of students with special educational needs is enhanced by their participation in a regular classroom. In conventional classes, students with exceptional needs develop academic abilities more swiftly than in special classrooms. It is more difficult to maintain order in a conventional classroom containing students with special educational needs than in one that does not contain such students. Learners with special needs will not consume the attention of the regular classroom teacher. Integration of kids with special needs can be advantageous for those without disabilities. Learners with special educational needs are provided with as many opportunities as possible to function in mainstream classrooms.

5. Recommendations

Based on the findings of this study, the following were recommended for further consideration for future studies:

1. There is need for the to establish special education schools to cater for the needs of all category of special

need students in the Philippines. This should be established, funded and properly managed by the government to cater for the needs of the disabled; the disadvantaged, the gifted and talented accordingly.

2. Special education should be integrated and made compulsory for all education students into Colleges of Education, Faculties of Education, and Institute of Education. This is to formally train them for inclusive education and also acquit them with knowledge on how to manage a general class with special need students.

3. All programs designed to cater for the needs of the special child should constantly be monitored, evaluated and revised in line with standards from the international educational protocols.

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