

Accommodations, Adjustments, And Aspirations: Lived Experiences Of Grade 7 Special Program In Journalism Teachers In Educating Learners Assessed With Autism Spectrum Disorder

Mariquit M. Cornelio^a, Janine B. Obedencio^a, Joan Balaque^a, Regine Phoelea Mae Del
Carmen^b, Hazel Jade N. Huliganga^a

^a mariquit.cornelio@hcdc.edu.ph; janine.obedencio@hcdc.edu.ph; joan.balaque@hcdc.edu.ph;
hazeljade.huliganga@hcdc.edu.ph

^b reginephoeleamae.delcarmen@deped.gov.ph

Abstract

This research explored the lived experiences of Grade 7 teachers in the Special Program in Journalism (SPJ) who were engaged in educating learners diagnosed with Autism Spectrum Disorder (ASD), as it employed the phenomenological approach to uncover the lived experiences and understand the unique perspectives that teachers brought to the educational context. The data was collected using validated in-depth interview guide questions to define the social experience and identify patterns and commonalities in participants' experiences. Through thematic analysis, the results indicated that teaching students with disabilities presents challenges for educators who often lack the necessary tools, support, and training to address diverse learning needs. Obstacles like time constraints, rigid curricula, and limited institutional support can hinder inclusive education efforts. Additionally, inadequate training and resources further complicate efforts to modify teaching methods effectively. Despite these challenges, many teachers are motivated to improve their practices by seeking professional development opportunities and implementing innovative strategies to create more inclusive and supportive learning environments for students with disabilities. The researchers found the importance of this research in understanding how to treat and communicate with students with disabilities.

Keywords: junior high school, autism, special needs education;

Introduction

The inclusion of students with disabilities in mainstream education is a significant global issue that demands attention from educators, policymakers, and researchers alike. Bunch and Valeo (2022) highlight that integrating students with disabilities into general education classrooms involves overcoming various challenges, such as modifying curricula, addressing diverse learning needs, and eliminating physical and social barriers. Despite global progress towards inclusive education, many teachers still face difficulties in creating equitable learning environments, indicating a continued need for targeted research and intervention.

At the national level, the push for inclusive education has brought both advancements and ongoing obstacles. Al-Ali and Alhammadi (2020) note that while many countries have developed inclusive education policies, there are often gaps in their practical implementation. Teachers frequently struggle with limited resources, insufficient training, and lack of adequate support, which impacts their ability to effectively teach students with disabilities.

Locally, teachers face significant challenges in adapting their teaching strategies and classroom environments to meet the needs of students with disabilities, particularly at Kiamba National High School. Similar to the findings of Cheng et al. (2023), our teachers often encounter barriers such as insufficient training and limited resources, which hinder their ability to deliver effective instruction. These obstacles underscore the pressing need for an enhanced support system and professional development program to better equip educators in fostering inclusive learning environments within our community.

In sum, the introduction sets the framework for investigating the challenges faced by teachers in teaching Junior High School (JHS) students with disabilities at Kiamba National High School (KNHS). It underscores the significance of understanding these challenges within the context of inclusive education.

1.1 Research Questions

1. This study explored and analyzed the lived experiences of junior high school teachers in educating learners with difficulties, with a particular focus on their strategies for accommodating and adjusting to these challenges and their aspirations for improving educational outcomes. Specifically, this study aimed to:

1. What are the lived experiences of junior high teachers in educating learners with difficulties?
2. What are the challenges and barriers teachers encounter in the process of accommodating and adjusting their teaching practices?
3. What are the aspirations and goals teachers have for enhancing their practice and improving the educational experiences of learners with difficulties?

1.2 Significance of the Study

This study aimed to determine the lived experiences of junior high teachers in educating learners with difficulties. It explored the specific difficulties educators encountered, assessed the impact of these challenges on their teaching practices, and evaluated how these issues affected the learning experience and academic outcomes of students with disabilities.

For Educators. The study provides detailed insights into how junior high teachers adapt their teaching methods to support students with learning difficulties. By documenting specific accommodations and adjustments that work well, it helps educators understand and implement effective strategies in their own classrooms. Additionally, the study highlights areas where teachers need further training or support, which can inform the development of professional development programs tailored to their needs.

For Students. The research identifies practical strategies that improve learning outcomes for students with difficulties. By understanding which adjustments, such as personalized tutoring or modified assignments, are effective, schools can create a

more supportive learning environment. This, in turn, can enhance students' academic performance and engagement by making them feel more supported and valued.

For Parents. The study provides parents with a clearer understanding of the efforts teachers make to accommodate and support their children. This knowledge can help parents advocate more effectively for their child's needs and collaborate better with teachers. It also allows parents to reinforce learning at home by using similar strategies and tools that teachers employ in the classroom.

For Policymakers. The findings offer valuable evidence on which teaching strategies and accommodations are most effective. Policymakers can use this information to develop and refine educational policies that promote these successful practices. Additionally, the study helps guide the allocation of resources, such as funding for special education services, ensuring that support is directed where it will have the greatest impact.

For Future Research. The study sets the stage for further research by providing a detailed account of current teaching practices and the challenges faced by teachers. Future research can build on these findings to explore the long-term effects of different teaching adjustments on student success. It also opens up new areas for investigation into factors that influence the effectiveness of educational strategies.

1.3 Scope and Delimitation

This study investigated the challenges faced by teachers at Kiamba National High School in instructing JHS students with disabilities. It focused on issues such as inadequate resources, insufficient training, curriculum adaptation, and classroom management, and examined how these challenges impacted teaching effectiveness and student outcomes.

The research was limited to KNHS, concentrating on teachers teaching JHS students with disabilities during the current academic year, and did not include other schools or students without disabilities. The study addressed general disability challenges without exploring specific types of disabilities in depth. This scope ensured a targeted analysis of the unique challenges at KNHS and aimed to provide actionable recommendation for improving inclusive education.

Methodology

This chapter delved into the lived experiences of junior high school teachers as they navigated the complexities of educating learners with difficulties. It also discussed the research design, sources of data, sampling technique, research instrument, and data gathering procedures that were used to develop this study.

2.1 Research Design

This study adopted a qualitative research design, utilizing a phenomenological approach to explore the lived experiences of junior high teachers. This approach was particularly suitable as it sought to understand the essence of participants' experiences and the meanings they derived from those experiences (Venus, 2024).

The main objective was to explore the lived experiences of teachers in educating learners with difficulties, focusing on the accommodation and aspirations of Junior High Teachers. The phenomenological approach enabled the researchers to understand the meaning of people's lived experiences. Additionally, it allowed the researchers to engage in flexible activities that described and helped to understand complex phenomena, such as various aspects of human social experience.

A phenomenological approach was employed in this study to uncover the lived experiences and understand the unique perspectives that teachers brought to the educational context. This method sought to uncover the essence of their experiences, acknowledging the subjective nature of their reality.

Researchers employed in-depth interviews, observation, and reflection to grasp the intricacies of the challenges teachers encountered within the educational setting. By delving into their perceptions, challenges, and triumphs, educators gained valuable insights to inform inclusive teaching practices. This approach emphasized empathy and the suspension of preconceived notions, allowing educators to appreciate the diverse ways in which students with special needs navigated their learning environments. Ultimately, the goal was to foster a deeper understanding of their lived experiences, paving the way for more effective and inclusive educational strategies.

This study aimed to uncover the personal perspectives, emotions, and perceptions of students with disabilities through qualitative data collection methods such as interviews, observation, and reflective journals. The researchers sought to capture the nuanced aspects of the students' interactions and their impact on school and society. This approach allowed for flexibility in exploring various dimensions of the social experience and identifying patterns and commonalities in participants' experiences. By analyzing and refining their findings alliteratively, the researchers provided a comprehensive understanding of the students with disabilities' approach and its effects on student engagement, motivation, and the overall learning experience, contributing to educational research and practice.

2.2 Source of Data

The primary source was limited to teachers who had experience in teaching learners with disabilities at Kiamba National High School (KNHS) for the academic year 2024-2025. The teacher-adviser, described as having extensive teaching experience, brought valuable knowledge and understanding of the challenges and opportunities of guiding and mentoring students. Through qualitative research methods such as interviews, observation, and surveys, the study aimed to explore various aspects, including the teacher-adviser's role in students' academic and personal development, students' experiences in the junior high school department, and the dynamics of the teacher-student relationship within the specific educational context.

Furthermore, the secondary sources of data included internet-published materials and scholarly articles. These sources provided a comprehensive background and context for understanding the lived experiences of selected Junior High Teachers. By utilizing these materials, the research gained access to established theories, existing studies, and a well-rounded exploration of the selected teachers' lived experiences.

2.3 Samples and Sampling Techniques

In this study, the researchers used a non-probability selection technique called purposive sampling for data collection. Instead of selecting participants at random, the researchers chose identified respondents from the population who had experience in handling learners with disabilities. This method made data collection easy, quick, and convenient because the participants were chosen based on their experiences and qualities. The sampling technique was important for enhancing the sample's representativeness and the research findings' generalizability. Convenience sampling was one of the non-probability sampling strategies used to choose participants from the target population based on accessibility. The purpose of this descriptive essay was to define convenience sampling, describe how it was framed, and then discuss its possible advantages and disadvantages. This sampling technique had a number of inherent advantages, such as being less expensive, less time-consuming, and easy to use (Golzard, 2022).

2.4 Research Instrument

The tools used to collect data were interview guide questions. The usefulness of the information obtained during a qualitative interview depended on the expertise of the researcher and how well the interview questions had been written. The researcher and the interview guide questions were the instruments used when gathering data through qualitative interviews, researcher also validated the interview guide question to the experts so that it was imperative to ensure that the interview guide questions used by novice researchers were appropriate and able to help them achieve their goal of obtaining a thorough response to the research issue. For this reason, it was essential to ensure that the interview guide questions utilized by inexperienced researchers were qualified and capable of helping them accomplish their goal of getting a comprehensive response to the study question (Roberts, 2020).

The research needed to use the questionnaire or interview guide question in order to gather important data regarding respondents' experiences. The methodical collection of information was examined to obtain insights pertinent to the study's goals regarding behaviors and perceptions.

2.5 Data Gathering Procedure

The Data Gathering Procedure involved several steps. First, the researchers obtained a list of participants to interview from the Grade 7 Journalism subject teachers with the approval of the principal. Second, the researchers created a interview guide question to validate to the experts. Third, the researchers asked permission from the selected respondents to conduct the survey during their vacant time. Furthermore, the researchers obtained the consent of the teacher/adviser to ensure it was okay to conduct the survey with them. Lastly, the researchers gathered all the collected data from the respondents' answers.

2.6 Ethical Considerations

Promoting Inclusion: Fostering an inclusive society where individuals with disabilities can fully participate and contribute. This involves breaking down barriers to access, promoting equal opportunities, and creating environments that accommodate everyone.

Respecting Diversity: Valuing and respecting the unique experiences, perspectives, and contributions of individuals with disabilities. This includes recognizing and celebrating diversity, challenging stereotypes, and promoting a culture of acceptance and understanding.

Ensuring Accessibility: Ensuring that physical spaces, digital platforms, and services are accessible to people with disabilities. This includes implementing universal design principles to create environments that accommodate everyone and promote equal access.

Advocating for Change: Advocating for policy and legislative changes that promote the rights and inclusion of individuals with disabilities. This involves raising awareness, engaging in advocacy efforts, and pushing for the implementation of disability rights legislation at the national and local levels.

Empowering Individuals: Empowering individuals with disabilities to advocate for their own rights and to actively participate in decision-making processes. This includes providing support, resources, and opportunities for self-advocacy and leadership.

Promoting Social Integration: Encouraging social integration and community engagement for individuals with disabilities. This involves creating opportunities for social interaction, fostering inclusive communities, and promoting active participation in social, cultural, and recreational activities.

Addressing Stereotypes and Prejudices: Challenging stereotypes, prejudices, and negative attitudes towards individuals with disabilities. This includes promoting positive representation, raising awareness about the capabilities and contributions of individuals with disabilities, and fostering a culture of respect and acceptance.

Supporting Economic Participation: Supporting the economic participation of individuals with disabilities by promoting inclusive employment practices, providing vocational training and employment opportunities, and creating supportive work environments.

Enhancing Healthcare Access: Ensuring that individuals with disabilities have access to quality healthcare services. This includes addressing barriers to healthcare access, such as transportation, communication, and physical accessibility, to ensure that everyone can receive the care they need.

2.7 Data Analysis

Thematic Analysis was a method used in qualitative research to identify, analyze, and report patterns (or themes) within data. It was a flexible and widely used approach in various fields such as psychology, sociology, education, and health sciences. The goal of thematic analysis was to interpret the meanings, experiences, and understandings of participants or data sources. According to Coker (2021), a popular approach for content analysis and fieldwork using focus groups, observations, and interviews was thematic analysis. Despite being well-liked among researchers, the approach had a number of issues and concerns. Additionally, McKenzie et al. (2024) stated that the relevant themes were found using thematic analysis. Results showed that three themes emerged: the impact the screening and subsequent identification of intellectual disability; the necessity and function of screening in the context of limited knowledge about intellectual disability; and the context in which participants believed screening should occur to optimize its benefits.

RESULTS AND DISCUSSIONS

This chapter discussed the presentation and analysis of the data gathered. The researcher sought to answer the specific question.

What are the Lived Experiences of Junior High Teachers in Educating Learners with Difficulties?
 The Lived Experiences of Junior High Teachers in Educating Learners with Difficulties

Based on the analysis presented in the table 1, the Lived experiences of selected Junior High subject teachers at KNHS categorized into three distinct sub-themes Behavior of Student, Proper Teaching Approach, Experiences and Academic Performances of Student During their Classes.

Table 1: Experiences Themes

Lived Experiences	Frequency
Behavior of Student	2
Proper Teaching Approach	2
Experiences and Academic Performances of Student During their Classes.	2

3.1 Behavior of Student

The teachers stated their experiences with behavioral issues of students with disabilities. The bonds that kids had with their instructors were seen as a useful tool for improving academic and developmental outcomes. According to Szu-Yu-Chen (2021), favorable or poor teacher-student connections could have had a favorable or negative impact on students' academic performance, emotions, and behaviors.

Teacher 2 stated:

“Behavioral issues life if the students get tantrums, its hard to handle if the teacher don’t have knowledge.”
 Experiencing behavioral issues in the classroom was one of the most challenging aspects of teaching.

Teachers often had to balance the emotional and academic needs of students while maintaining an environment conducive to learning.

Teacher 5 added:

“The behavior of students with disabilities presents difficulties for teachers. They have outbursts, particularly when they don’t like something that makes their condition worse. However, because every student with disability has a distinct attitude, I observe and study how to approach them as an adviser in order to prevent outburst.”

The statements they gave had a lot of similarities. Teacher 2 and Teacher 5 shared the experiences of their students that they encountered in Grade 7 SPJ. They explained to the researchers their difficulties in handling students with disabilities in their behavior and how difficult it was to manage them without enough knowledge. This was in line with Mackenzie, N., et al. (2021), who pointed out that many teachers found it challenging to control their pupils' problematic behaviors in the classroom. Although few prior studies had examined teacher empathy, a teacher's capacity to empathize with students' viewpoints and life experiences might have influenced how they responded to the students' problematic behaviors.

3.2 Proper Teaching Approach

The participants stated what should have been the proper approach in teaching students with difficulties in learning. They emphasized the importance of personalized instruction and the need for educators to adopt various teaching strategies that catered to individual learning styles. The report, learning settings, resources, and instructor attitudes were just a few of the unique obstacles that kids with disabilities had to overcome (Bartz, 2020).

Teacher 1 shared:

“It made me aware that those children exist and need the right resources to education line the right teacher who knows what style or approach should be used in teaching them.”

Children with learning difficulties or disabilities existed and needed the right resources to succeed in education. Just like all students, they deserved to receive an education that was not only inclusive but also tailored to their specific needs, so they could reach their full potential.

Teacher 5 also shared:

"Inspired me to research students with disabilities and taught me how to treat them with compassion, tolerance and love. Because in spite of their studies infirmities, we must understand because they find it difficult to accept their circumstances."

Teacher 1 and Teacher 5 had some similarities in their insights about how effective it was for teachers to know the right approach in teaching students with disabilities. This knowledge could help them find it less difficult to handle students with disabilities, especially since they did not have enough knowledge. According to Irina Malinina (2024), in a teacher training course, interactive theater could help close the gap between theory and practical instruction. The article provided examples of how teacher education might have used this strategy. It argued that using these techniques to instruct pre-service and in-service teachers could have improved their capacity for empathy.

3.3 Experiences and Academic Performance of Student with Disabilities During their Classes.

Special education had seen an increase in both the number of students and the amount spent on services since the Individuals with Disabilities Education Act. According to Schwartz et al. (2021), even with this improvement, individuals with disabilities continued to score alarmingly poorly academically when compared to their general education counterparts. These disparities might have been a result of inefficient services, but they also partially represented enduring underlying problems.

Teacher 3 stated:

"The learners may have difficulty focusing on academic performance because of some factors; lack of interest in the lesson/activities, environment, and peers."

Students faced significant challenges in focusing on academic performance due to a variety of factors, including lack of interest in the lesson or activities, the environment in which they learned, and the influence of peers.

Teacher 4 added:

"Students with disabilities face a problem including social isolation and emotional well being which can lead to loneliness and neglected. These problems may affect students emotional well-being, reduce their engagement with school, and create barriers to their academic success. To guarantee that children with disabilities achieve, schools must develop inclusive, supportive settings, make appropriate modifications, and foster a culture of understanding and empathy. With these supports in place, students with disabilities can thrive academically and socially."

The participants explained the reasons for the difficulties faced by students with disabilities. Problems in social isolation and emotional well-being, which could have led to loneliness and neglect, affected students' academic performance and might have created barriers in their academics. According to Arguiurre et al. (2020), the findings showed that three essential components were needed to enhance the educational experience of students with disabilities: faculty members who had received training tailored to their needs, positive relationships between staff and students, and a readiness to make appropriate accommodations.

1. What are the challenges and barriers teachers encounter in the process of accommodating and adjusting their teaching practices?

The Challenges and Barriers of Teachers Encounter When Accommodating and Adjusting Their Teaching Practice.

Adjusting teaching practice referred to the strategies and methods educators used to adapt their teaching to meet the diverse learning needs of students. These adjustments were made to ensure that all students, regardless of their background, abilities, or challenges, could access the curriculum and succeed. Most of the participants in this study shared statements about social inclusion. As shown in Table 1, there was insufficient training in support for educators, as well as barriers teachers encountered in the process of accommodating and adjusting their teaching practices, along with a lack of patience toward students.

Table 2: Challenges Themes

Experiences	Frequency
Insufficient Training in Support for Educators.	2
Barriers Teachers Encounter in the Process of Accommodating and adjusting their Teaching Practices.	2
Patience to Student	2

3.4 Insufficient Training in Support for Educators.

Both special and general educators worked with kids with disabilities, yet teachers frequently felt unprepared to address these students' needs in the classroom. We examined how well instructors had access to resources for interventions, development opportunities, and supports for meeting the needs of kids with high-incidence disabilities using data from a nationally representative survey. By grade band, service delivery model, and teacher training model, we investigated variations in teachers' experiences (Gesel, et al., 2021).

Teacher 3 said:

“Difficulty in handling learners with different learning needs and learning difficulty.”

Handling learners with different learning needs and difficulties can indeed be a significant challenge for educators.

Teacher 4 added:

“Teaching junior high school students with disabilities requires flexibility, creativity, and a thorough understanding of instructional techniques in addition to each student's particular needs. Despite the significant challenges, teachers may create an inclusive environment where students can flourish intellectually, socially, and emotionally with the correct tools, techniques, and collaboration.”

According to Gesel, et al. (2021), educators frequently felt unprepared to address these students' needs in the classroom. We examined how well instructors had access to resources for interventions, development opportunities, and supports for meeting the needs of kids with high-incidence disabilities using data from a nationally representative survey with high-incidence disabilities using data from a nationally representative survey.

3.5 Barriers Teachers Encounter in The Process of Accommodating and Adjusting Their Teaching Practices.

My experience as a disabled Latino faculty member in a teacher training program at an urban institution that serves minorities is detailed in this self-reflective piece. In addition to highlighting obstacles and difficulties encountered in the workplace and educational setting, this first-hand account of the author's experience's physical, emotional, attitudinal, and resource components also identifies methods that helped get past these obstacles (Pohl, 2023).

Teacher 2 said:

“Large number of classes and diverse learners needs. Behavioral challenges and classroom disruption.”

Managing large classes with diverse learners' needs while addressing behavioral challenges and classroom disruptions was one of the most complex tasks educators faced.

Teacher 3 added:

“Lack of available materials, lack of trainings how to handle learners with disabilities.”

According to the study, in order to effectively support students with learning difficulties, psychologists, school-based support teams, parents, and social workers must all be involved. The study also suggests that training programs for teachers should be strengthened to incorporate tactics for teaching students with learning difficulties in regular classrooms. Contributions: Teachers in mainstream classes can benefit from this study since it helps them plan how to accommodate students with learning difficulties in the classroom. Buddy systems, individual educational programs, and the provision of pertinent teaching or learning aids are some strategies that can be employed to support students with learning impairments. (Hove & Phasha 2024).

3.6 Patience to Student

Morris E. (2020) stated that Teachers who are patient, or who can wait patiently in the face of a child's ability to succeed academically depends on their level of frustration, hardship, or suffering. Be patient in children's intellectual and social development can also be positively impacted by this skill, which has a beneficial effect on interactions between peers. However, a dearth of study on patience in similar-aged peer relationships when instructing teachers who exhibit patience or the capacity to wait composedly in the face of a child's ability to succeed academically depends on their level of frustration, hardship, or suffering.

Teacher 1 said:

“Realized that teachers should have the patient and passion to be willing to teach them the lesson that they need.”

Patience and passion were essential qualities that teachers had to possess, especially when working with students who had diverse learning needs, including those who faced behavioral challenges or learning disabilities.

Teacher 4 added

“My experience in teaching students with disabilities enhanced my empathy, patience, and awareness of the distinct needs of every learner.”

Teacher 5 also said:

“I realize that just because they have difficulties does not imply they can't stay up in the class. That is why I am more motivated to enhance my teaching skills, particularly for students with impairments. To prevent unpleasantness in the classroom, we are sometimes trained to be more patient with individuals who behave similarly.”

Teacher 1 and Teacher 5 had similarities in their responses, as they realized the importance of patience and passion when working with students with disabilities, while Teacher 4 shared her experiences on how important it was for students with disabilities to receive unique support when it came to learning, socializing, and communicating. (Covey, 2024), teachers needed a lot of patience and understanding towards students with disabilities.

2. What is the aspirations and goals teachers have for enhancing their practice and improving the educational experiences of learners with difficulties?

The Aspirations and Goals of Teachers Have for Enhancing their Practice and Improving the Educational Experiences of Learners with Difficulties.

Teachers who were committed to enhancing their practice and improving the educational experiences of learners with difficulties often had a range of aspirations and goals that focused on inclusion, equity, and providing the best possible learning environment for all students. Some of the key aspirations and goals, based on the analysis presented in Table 1, were categorized into three distinct sub-themes: Learning to Manage and Teach Special Students, Training to Teach Special Education Learners with Challenges, and Improving Teaching Practices of Teachers.

Table 3: Insights Theme

Experiences	Frequency
Learn to Manage and to Teach Special Student	2
Training to Teach Special Education Learners with Challenges	2
Improving Teaching Practices of Teachers	1

3.7 Learn How to Manage and Teach Special Student

According to Shu-Chen Cheng & Chiu-Lin (2020), the current study's goal was to review research articles on technology-supported special education while considering a variety of factors, including learning environments, learning devices, learning strategies, learning domains and research issues, research subjects, and the types and levels of disabilities. The findings show that while the number of research has grown annually and the variety of learning tools and applications has expanded, learning methodologies remain conservative as most studies have embraced the guided learning approach.

Teacher 1 said:

“To learn to manage and teach special students.”

Teacher 5 also said:

“I aspire to further enhance my knowledge and skills in teaching students with disabilities. To provide them with the appropriate treatment and to avoid discrimination.”

The statements of Teacher 1 and Teacher 5 indicated that they wanted to learn about how to manage and teach special students and to provide the appropriate treatment that students with disabilities should have. Inclusive education was one of the educational initiatives put in place to address the problem of prejudice in the classroom. Due to their direct interactions with both students with special needs and students without special needs, teachers were among the key players in the practice of inclusion in educational institutions (Larosa et al., 2022).

3.8 Training to Teach Special Education Learners with Challenges

The preparation of career and technical education (CTE) teachers who instruct students with disabilities in inclusive classroom environments in metropolitan areas was examined in this study. English language learners (ELLs), special education students, and higher class sizes are all challenges faced by instructors in the US, yet the extra resources or training required to address the requirements of every student are not easily accessible (Newsome, 2023).

Teacher 1 said:

“The goal is to at least we have training to teach special education learners with challenges.”

Teacher 3 also said:

“Attend seminars and training in relation to inclusive education.”

Teacher 1 and Teacher 3 stated that their goal was to attend seminars and training to teach special education learners with challenges. Senpoy (2021) asserted that, as teachers were typically the ones who instructed on this subject in the classroom, disability awareness was a crucial issue for them. Teachers should have been knowledgeable about the many kinds of disabilities and confident enough to respond to students' inquiries about them. Additionally, teachers needed to be aware that even if two people had the same kind of impairment or the same appearance and behavior, their conditions were different; therefore, they should have been aware that it was inappropriate to make assumptions about them based just on their appearance.

3.9 Improve Teaching Practices

According to Dan, & Liu (2021). In order to prepare prospective educators, teaching practice is crucial. More and more nations are taking steps to enhance their teaching practice systems and paying attention to teacher education.

Teacher 4 said:

“Teachers working with students experiencing challenges usually set specific goals to improve their approaches, focusing on meeting the unique needs of these students while creating an environment in which every student can achieve. Whether it's improving differentiation, collaborating with experts, utilizing assistive technology, or promoting social-emotional learning, these goals demonstrate a commitment to improving both the instructional process and the overall educational experience for students with diverse needs.”

Teacher 4 explained how important teaching practices should have been improved for those teachers who did not have enough knowledge on how to teach students with diverse needs. The impacts of leadership behaviors and school organizational settings on teachers' learning and teaching practices were also mediated by motivational factors. According to Carrier (2024), in order to interact with children who were racially, culturally, and linguistically diverse, this study made the case that race-conscious professional teaching standards could have expanded the structural bounds of teacher practice. This paper discussed the difficulties and possibilities of incorporating racial viewpoints into teaching standards by using discourse analysis to examine the deeper meanings of the standards in a few chosen states under various sociopolitical circumstances. There was discussion of the implications for how governments' teaching policy language actively developed and constructed learning and teaching settings.

RESULTS AND DISCUSSIONS

This Chapter presents the summary, findings, conclusions and recommendations based from the gathered data of this study.

4.1 Summary

This study recognized the experiences of Junior High Teachers in educating learners with difficulties. Specifically, it answered the following problems:

1. What are the lived experiences of Junior High Teachers in Educating Learners with Difficulties?
2. Examine the challenges and Barriers teachers encounter in the process of accommodating and adjusting their teaching practices?
3. What is the aspirations and goals teachers have for enhancing their practice improving the educational experiences of learners with difficulties?

4.2 Findings

1. The Lived Experiences of Junior High Teachers in Educating Learners with Difficulties.

a) The experiences of junior high teachers that educating learners with difficulties encountered different behavioral and emotional disorder of every students in journalism grade 7 subject teacher.

b) The negative experiences encountered by teachers teaching students with disabilities include the challenge of finding appropriate ways to approach and manage the children effectively.

c) The difficulties that faced of teachers teaching an students with disabilities are the difficulty of addressing and managing their challenging attitudes and behaviors.

2. The Challenges and Barriers of Teachers Encounter when Accommodating and Adjusting their Teaching Practice

a) To accommodate a range of learning requirements and skill levels, teachers frequently need to make adjustments to their lessons and resources.

b) Redirecting and addressing problematic behaviors in a constructive way can be tricky and calls for skill and patience.

c) Teachers need to figure out how to address the needs of the entire class while also providing individualized support for kids with disabilities.

3. The Aspirations and Goals for Teachers Enhancing their Practice and Improving the Educational Experiences of Learners with Difficulties

a) By lowering barriers and encouraging a sense of belonging, teachers strive to create classrooms that are friendly and encouraging for all students, particularly those who struggle with learning.

b) Using differentiated instructions and materials that are specifically designed to help students attain their potential, teachers strive to modify their instruction to meet the individual needs of each student.

c) By participating in professional development activities and keeping abreast of the latest approaches to assisting students with a range of learning challenges, educators aim to continuously learn and adapt.

4.3 Conclusion

Based on the findings of the study, the following conclusions are drawn;

1. Teaching kids with disabilities presents several difficulties for teachers, who frequently lack the tools, assistance, and training necessary to successfully address a range of learning requirements. Teachers must continually modify their methods to maintain inclusive while handling a range of learning needs and abilities due to the difficulties of teaching children with disabilities.
2. Inclusive education initiatives may be hampered by obstacles such as time constraints, strict curricula, and a lack of institutional support when it comes to accommodating and modifying teaching methods to include all pupils. Inadequate training, a lack of resources, and systemic constraints that impede effective support for children with

disabilities are just a few of the major obstacles and challenges teachers encounter while modifying and accommodating their activities.

3. Not with standing these obstacles, many educators hope to improve their approaches by looking for chances for professional growth and implementing cutting-edge strategies to provide more welcoming, encouraging learning environments for students with disabilities. Teachers are motivated by the desire to create more inclusive practices, better their professional abilities, and get more institutional support in order to improve the educational experience for students with challenges.

4.4 Recommendations

1. When educating students with disabilities, teachers must manage limited resources, modify their teaching strategies to accommodate a range of requirements, and overcome communication or sensory difficulties.
2. Teachers frequently run across obstacles while modifying their methods, like inadequate training, a lack of support, and restricted access to the adaptive tools or technology required for successful inclusion.
3. In order to improve results for children with learning disabilities and establish inclusive learning environments, educators hope to develop their abilities, obtain continuous assistance, and acquire resources.

Acknowledgements

We, the researchers, take this opportunity to gratefully acknowledge Almighty God for allowing us to complete this research study. This research could never have been completed without the help of our fellow teachers who contributed in various ways. We are grateful to these individuals for their cooperation and support in carrying out this study. The following individuals deserve special recognition for their unconditional support and guidance throughout our journey.

First and foremost, we extend our deepest appreciation to our professor, Doc. Hazel Jade N. Huliganga, MT- I, for her guidance, encouragement, and belief in our prepotentials.

To our dedicated students who participated in this research, your passion and curiosity have been the driving force behind our collective success.

References

- Al-Ali, M., & Alhammadi, H. (2020). "Challenges and Strategies in Inclusive Education: A National Perspective. Journal of Inclusive Education." Retrieved from https://www.shsconferences.org/articles/shsconf/abs/2020/15/shsconf_ictp2020_00004/shsconf_ictp2020_00044.html
- Almazroi, A., et al. (2021). "Challenges of learners with disabilities: A teacher's perspective." Journal of Special Education Research, 5(2), 123–135. <https://doi.org/10.36902/rjsser-2021-0021>
- Alsaedi, A., & Alharthi, H. (2022). "Teacher preparation for inclusive education: An urgent need for action." ERIC. Retrieved from: <https://eric.ed.gov/?id=EJ1296259>
- Aguirre, A., Caballo, R. & Gavira, R. (2020). "Improving the academic experience of students with disabilities in higher education: faculty members of Social Sciences and Law speak out. Innovation." The European Journal of Social Science Research Volume 34, 2021 - Issue 3 Retrieved from <https://www.tandfonline.com/doi/full/10.1080/13511610.2020>.
- Bunch, G., & Valeo, A. (2022). "Challenges in Inclusive Education: Global Perspectives." Retrieved from 1828047?scroll=top&needAccess=true
- Brooke, S., & Harpur, P. (2023). "Students with Disabilities as Ideal Graduates: Universities' Obligations to Support Extracurricular Involvement" Retrieved from https://scholar.google.com/scholar?start=10&q=Challenges+of+learners+with+disabilities+2020-2024&hl=en&as_sdt=0,5#d=gs_qabs&t=1726740425683&u=%23p%3DDD6N1oa9OCpCJ <https://link.springer.com/article/10.1007/s12564-022-09745-w>
- Bartz, J. (2020). "All Inclusive?! Empirical Insights into Individual Experiences of Students with Disabilities and Mental Disorders" at German Universities and Implications for Inclusive Education Sciences, v10 Article 223 2020 Retrieved from: <https://link.springer.com/article/10.1007/s12564-022-09745-w>
- Carrier D. (2024). "Race-Conscious Professional Teaching Standards: Where Do the States Stand?" Education Policy Analysis Archives, v32 n13 2024 Retrieved from: <https://eric.ed.gov/?q=how+important+teaching+practices+should+improve+to+those+teachers+who+doesn%80%99t+have+enough+idea+how+to+i+n+teaching+student+with+diverse+needs&id=EJ1425600>

- Cheng, M., Smith, J., & Lee, R. (2023). "Local Challenges in Inclusive Education: Case Studies and Practical Solutions. Humanities Conference Proceedings." Retrieved from <https://hcuconf.hcu.ac.th/wp-content/uploads/2023/06/2.-Liberal-Arts-Humanities-International.pdf#page=98>
- Cheng, SC., Lai, CL. (2020). "Facilitating learning for students with special needs: a review of technology-supported special education studies." *J. Comput. Educ.* 7, 131–153 (2020). <https://doi.org/10.1007/s40692-019-00150-8>
- Campado, R. J., Toquero, C. M. D., & Ulanday, D. M. (2023). "Integration of assistive technology in teaching learners with special educational needs and disabilities in the Philippines." *International Journal of Professional Development, Learners and Learning*, 5(1), ep2308 Retrieved from: <https://doi.org/10.30935/ijpdl/13062>
- Dan, Zhan; Liu, Xu (2021) "From University to School -- Experiences of Teaching Practice in Three Countries. *International Education Studies*, v14 n8 p1-13 2021. <https://eric.ed.gov/?q=Improve+teaching+practices&id=EJ1309246>
- Mohammed, F., et al. (2021). "Teacher aspirations and the educational journey of students with disabilities." *International Journal of Inclusive Education*, 25(4), 435–450. Retrieved from: <https://doi.org/10.32861/jssr.65.518.530>
- Ponce, C., et al. (2021). The impact of accommodations on students with learning disabilities. *Journal of Special Needs Education*, 16(3), 220–235. <https://doi.org/10.36902/rjsser->
- Zainuddin, A., et al. (2022). "Strategies for effective teaching in inclusive classrooms: Teachers' experiences." *International Journal of Educational Research*, 114, 101873. <https://doi.org/10.32861/jssr.65.518.530>
- Schwartz, A., Hopkins, B. & Stienfel, L. (2021). "The Effects of Special Education on the Academic Performance of Students with Learning Disabilities." 2021 by the Association for Public Policy Analysis and Management <https://doi.org/10.1002/pam.22282>
- Szu-Yu-Chen (2021). "Teachers' Perceptions of Teacher-Child Relationships, Student Behavior, and Classroom Management." *Journal Educational Research & Practice* <https://scholarworks.waldenu.edu/jerap/vol11/iss1/11/>
- Mackenzie, N., Wink, M., & Smith, R. (2021). Teacher empathy and students with problem behaviors: Examining teachers' perceptions, responses, relationships, and burnout <https://doi.org/10.1002/pits.22516>
- Malina, I. (2024) Interactive Drama in Initial Teacher Education: Developing Pre-Service Teachers' Empathy Research in Drama Education, v29 n1 p142-147 2024 <https://eric.ed.gov/?q=Proper+Teaching+Approach&id=EJ1410830>
- Gesel, S. A., Foreman-Murray, L., & Gilmour, A. F. (2022). Sufficiency of Teachers' Access to Resources and Supports for Students With Disabilities. *Teacher Education and Special Education*, 45(3), 204-226. <https://doi.org/10.1177/08884064211046237>
- Gesel, S. A., Foreman-Murray, L., & Gilmour, A. F. (2022). "Sufficiency of Teachers' Access to Resources and Supports for Students With Disabilities." *Teacher Education and Special Education*, 45(3), 204-226. Retrieved from: <https://doi.org/10.1177/08884064211046237>
- Pohl, B. Jr. (2023). "Narratives of Disability and the Other Latino: Stories of Diversity and Inclusion in a Teacher Preparation Program at an Urban University" *Journal of Urban Learning, Teaching, and Research*, 2023 Retrieved from: <https://eric.ed.gov/?q=source%3a%22Journal+of+Urban+Learning%2c+Teaching%2c+and+Research%22&id=EJ1428385>
- Hove, N., & Phasha, N. (2024) Support Services for Learners with Learning Disabilities in Mainstream Classrooms Using Capability Theory South African Journal of Childhood Education, v14 n1 Article 1418 2024 Retrieved from: https://eric.ed.gov/?q=the+advantages+of+inclusion+for+students+with+learning+disabilities&ff1=dtysince_2018&ft2=locSouth+Africa&id=EJ1445195
- Morris, E. (2020). "The Relationship between Patience in Teaching and Student Learning" <https://sites.utexas.edu/psychonors18/files/2021/09/MorrisFinalThesis2020.pdf>
- Larosa, Y. (2022) Inclusive Education Management of Children with Special Needs in The Learning Process and Teacher Handling. *Devotion Journal of Community Service* 3(14):2736-2748 https://www.researchgate.net/publication/370752297_Inclusive_Education_Management_of_Children_with_Special_Needs_In_The_Learning_Process_and_Teacher_Handling/references
- Newsome, Cedric S. A. (2023). Educator Perceptions of Teaching Students with Learning Disabilities in the Career and Technical Education (CTE) Classroom in a Suburban Setting. ProQuest LLC, Ed.D. Dissertation, Regent University <https://eric.ed.gov/?q=Training+to+teach+special+education+learners+with+challenges&id=ED633318>
- Senploy (2021, August 10). "How to promote disability awareness in the classroom. Senploy." Retrieved from <https://www.senploy.co.uk/blog/2021/8/20/how-to-promote-disability-awareness-in-the-classroom>