Teachers' Attitude and Burnout of Teachers Handling Inclusive Classes

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Abstract:

The research conducted at Babag National High School – Senior High School examined attitudes and burnout among general education teachers handling inclusive classes. The study used a descriptive-correlational research design with 37 randomly sampled respondents. It assessed teachers' attitudes towards inclusive classes using an adapted questionnaire and measured burnout levels using a modified questionnaire focusing on emotional exhaustion, depersonalization, and personal achievement. Key findings indicated that most teachers were female, aged 24-33, with many possessing master's units and having 1-5 years of experience. Teachers generally held positive attitudes towards inclusivity but also experienced moderate emotional exhaustion, low depersonalization, and high personal achievement burnout levels. Statistical analysis showed no significant relationship between attitudes and emotional exhaustion or depersonalization but revealed a significant relationship with personal achievement burnout. The study suggests further research in varied contexts to validate these findings. Recommendations include initiatives to support teachers in valuing diversity through funding, policy enhancements, professional development, administrative backing, and inclusive education tools to alleviate burnout. These efforts aim to empower future educators and enhance their capacity to effectively manage inclusive classrooms.

Keywords: Special Education, Teachers' Attitude, Teacher Burnout, Inclusive Classes, Emotional Exhaustion, Depersonalization, Personal Achievement, Self-Efficacy, Descriptive-Correlational Design, Babag National High School-Senior High School, Lapu-Lapu City, Cebu, Philippines.

Chapter 1

THE PROBLEM AND ITS SCOPE INTRODUCTION

Rationale of the Study

Inclusive education aims that no students will be left behind, it provides equal chances for all students, including those learners with special educational needs, within conventional classrooms. However, the effective implementation of inclusive education depends on the attitudes and well-being of teachers. Teachers who handle inclusive classes have exceptional challenges that can contribute to burnout, affecting both their professional efficiency and the quality of education given to all students. Therefore, understanding the relationship between teachers' attitudes and burnout in inclusive settings is vital for improving support mechanisms and enhancing the efficacy of inclusive education programs.

Teachers' attitudes toward inclusive classes play a vital role in shaping the classroom environment and influencing student outcomes. Positive attitudes and outlook towards inclusion are linked with better acceptance, support, and accommodation of diverse learners. On the other hand, negative attitudes of teacher handling inclusion will lead to struggle, frustration, and a lack of willingness to effectively implement inclusive practices. Looking into teachers' attitudes towards inclusion can provide insights into potential barriers and empower their ability to create inclusive and supportive learning environments for varied leaners in inclusive classes.

Burnout is a common phenomenon among teachers, regarded as emotional exhaustion, depersonalization, and reduced personal accomplishment. Teachers handling inclusive classes are particularly vulnerable to burnout due to the added demands of addressing diverse learning needs, managing varied behavior among learners, and directing complex classroom dynamics. Burnout does not only affect teachers' well- being but also compromises their efficacy in the classroom, leading to low job satisfaction, increased absences, and lower teaching quality. Understanding the factors contributing to burnout in inclusive settings is important for developing targeted interventions to support teacher well- being.

The relationship between teachers' attitudes and burnout in inclusive classrooms is multidimensional. Positive attitudes and outlook towards inclusion will serve as a shielding feature against burnout by nurturing a sense of purpose, resilience, and job satisfaction. On the other hand, negative attitudes may intensify burnout by contributing to feelings of inadequacy, stress, and detachment. Additionally, the presence of burnout symptoms can further perpetuate negative attitudes towards inclusion, creating an offensive cycle that demoralizes teacher effectiveness and student outcomes. Examining this interaction can shed light on possible intervention to promote positive attitudes and lessen burnout among teachers in inclusive classes.

In the given research environment, teachers hold diverse opinions on the implementation of inclusion. Some teachers perceive learners with special educational needs as an additional burden due to their perceived lack of capabilities in handling these students. This perception can lead to challenges in effectively catering to the needs of diverse learners in inclusive classrooms. Additionally, instances of teacher burnout are prevalent, with educators experiencing situations such as overwhelming workloads, emotional exhaustion, and decreased job satisfaction. These scenarios highlight the real-world implications of burnout on teacher well- being and classroom dynamics.

This study aims to investigate the relationship between teachers' attitudes and burnout in the framework of handling inclusive classes. By identifying factors influencing attitudes towards inclusion and examining their impact on burnout, this research seeks to inform the development of targeted interventions and support strategies for teachers working in inclusive environments. Ultimately, improving teacher well-being and fostering positive attitudes towards inclusion can

enhance the overall quality of education for all students, promoting inclusivity, equity, and academic success.

In conclusion, this study aims to shed light on the complex interplay between teachers' attitudes and burnout in inclusive classrooms. By addressing the challenges faced by teachers, understanding the impact of attitudes towards inclusion, and developing targeted interventions, this research endeavors to enhance teacher well-being and promote positive attitudes towards inclusive education. The outcomes of this study will benefit stakeholders, school administrators, teachers, and learners by improving the quality of education, fostering inclusivity, and ultimately contributing to the academic success of all students in inclusive settings.

Theoretical Background

This study is anchored on the following theories: Job Demands- Resources (JD-R) Model of Arnold B. Bakker and Evangelia Demerouti in 2001, Organizational Support Theory by Sheldon Zedeck in 1990 and Transactional Model of Stress and Coping (TMSC) was developed by Richard Lazarus and Susan Folkman in 1984. This study is also supported by some legal bases such as; RA 4670 "Magna Carta for Public School Teachers", and DO No. 42, s. 2017 "National Adoption and Implementation of The Philippine Professional Standards for Teachers or PPST".

The Job Demands-Resources (JD-R) Model, introduced by Arnold B. Bakker and Evangelia Demerouti in 2001, is a prominent theoretical framework in occupational health psychology that elucidates the complex interplay between job characteristics and employee well-being.
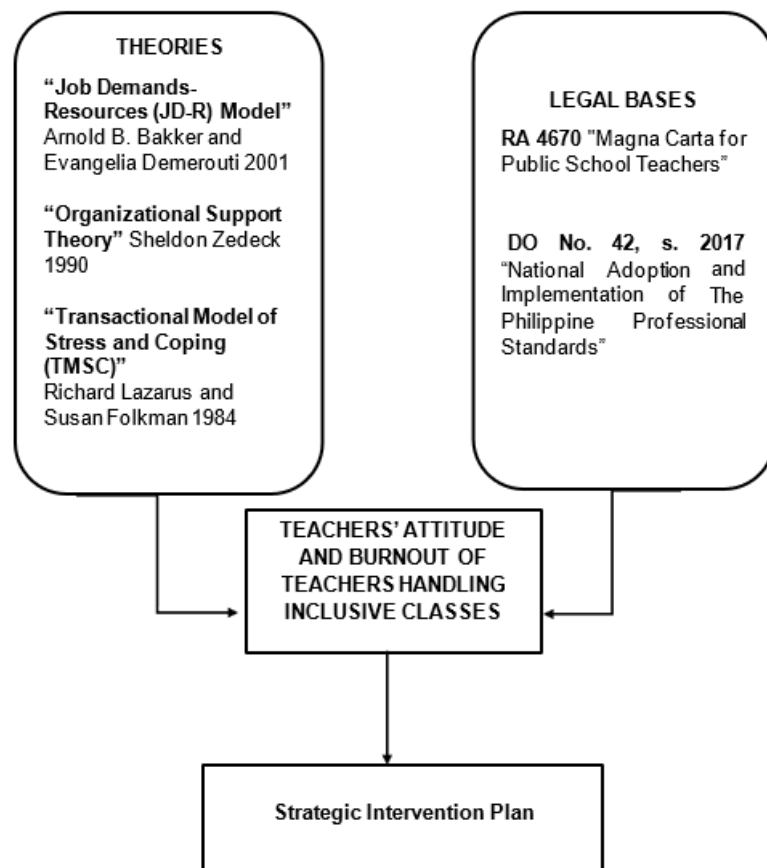
Figure 1. Conceptual Framework of the Study

The JD-R Model give emphasized the job demands and resources influence employee's well-being. In the context of inclusive education, the model helps elucidate how the unique job demands faced by teachers in handling diverse learners can impact their attitudes and susceptibility to burnout. Job

resources such as training in inclusive pedagogy and support systems play a crucial role in mitigating burnout and promoting teacher well- being.

According to this model, job characteristics can be categorized into two primary components: job demands and job resources. Job demands encompass the physical, psychological, social, and organizational aspects of a job that require sustained effort and are associated with physiological and psychological costs. In contrast, job resources include factors that facilitate goal achievement, reduce job demands, and foster personal growth and development.

The JD-R Model provides a comprehensive framework for examining the factors that influence teachers' attitudes and susceptibility to burnout in inclusive educational settings. Handling inclusive classes poses unique job demands on teachers, including managing diverse learning needs, addressing behavioral challenges, and navigating complex interpersonal dynamics. These demands can be particularly taxing and may contribute to burnout if not adequately addressed or mitigated.

On the other hand, the JD-R Model suggests that job resources play a crucial role in buffering the negative effects of job demands and promoting well-being. For teachers in inclusive classrooms, access to supportive colleagues, effective administrative support, specialized training in inclusive pedagogy, and appropriate teaching resources can serve as valuable job resources. These resources not only help teachers cope with the challenges inherent in inclusive teaching but also enhance their sense of competence, autonomy, and relatedness, which are essential for job satisfaction and motivation.

By applying the JD-R Model to the study of teachers' attitudes and burnout in handling inclusive classes, researchers can identify specific job demands and resources that significantly impact teachers' well-being. Moreover, understanding how these factors interact can inform the development of targeted interventions and support strategies to promote teacher resilience, job satisfaction, and retention in inclusive educational environments. Thus, the JD-R Model offers a valuable framework for advancing our understanding of the complex dynamics at play in inclusive teaching and guiding efforts to enhance teachers' experiences and outcomes in this context.

Organizational Support Theory, proposed by Sheldon Zedeck in 1990, suggests that employees develop perceptions about the extent to which their organization values their contributions and cares about their well-being. These perceptions of organizational support significantly influence employees' attitudes, behaviors, and outcomes in the workplace. Organizational support can manifest in various forms, including tangible support such as resources and training opportunities, as well as socio- emotional support through recognition, feedback, and respect from supervisors and colleagues.

Organizational Support Theory provides a valuable lens for understanding the role of organizational support structures in shaping teachers' experiences and well-being in inclusive educational settings. Teachers handling inclusive classes face unique challenges and stressors, including managing diverse learning needs, addressing behavioral issues, and navigating complex classroom dynamics. Organizational support, such as access to specialized training in inclusive pedagogy, availability of support staff, and collaboration opportunities with colleagues, can mitigate these challenges and promote teachers' well-being.

Furthermore, Organizational Support Theory highlights the importance of fostering a supportive work environment where teachers feel valued, respected, and empowered. Inclusive teaching requires collaboration among educators, administrators, and support staff to meet the diverse needs of students effectively. Schools that prioritize organizational support for teachers handling inclusive classes are likely to cultivate a positive school climate, enhance teacher morale, and reduce burnout rates.

By examining the influence of organizational support on teachers' attitudes and burnout in handling inclusive classes, researchers can identify specific support mechanisms that are most effective in promoting teacher well-being and retention. Moreover, understanding how organizational support interacts with individual and contextual factors can inform the development of targeted interventions and policies to enhance support for teachers in inclusive educational environments. Thus, Organizational Support Theory offers valuable insights into the organizational factors that contribute to teachers' experiences and outcomes in handling inclusive classes.

The **Transactional Model of Stress and Coping (TMSC),** pioneered by Richard Lazarus and Susan Folkman, proposes that stress arises from the continuous transactions between individuals and their environment. Central to this model is the concept of cognitive appraisal, where individuals assess the significance of stressors in relation to their personal goals, resources, and coping abilities. The TMSC posits that individuals engage in primary appraisal to evaluate whether a situation is threatening or challenging and secondary appraisal to assess their ability to cope effectively with the stressor. Coping strategies, in turn, are employed to manage the perceived stressors and mitigate their impact on well-being.

The TMSC offers a comprehensive framework for understanding how teachers perceive and cope with the stressors associated with handling inclusive classrooms. Teachers in inclusive settings face a multitude of stressors, including managing diverse learning needs, addressing behavioral challenges, and navigating complex interpersonal dynamics. Through the lens of the TMSC, researchers can examine how teachers appraise these stressors, whether they perceive them as overwhelming or manageable, and what coping strategies they employ to cope with the demands of inclusive teaching.

It emphasizes the dynamic nature of stress and coping processes, highlighting that individuals' perceptions and coping strategies may evolve over time and in response to changes in their environment. For teachers handling inclusive classes, ongoing appraisal of their teaching context and adaptive coping strategies are crucial for effectively managing stress and preventing burnout. By investigating the transactional nature of stress and coping in inclusive teaching contexts, researchers can identify factors that contribute to resilience and well-being among teachers and inform the development of targeted interventions to support their coping efforts.

The TMSC underscores the importance of individual differences in stress perception and coping effectiveness. Teachers vary in their appraisal of stressors, their coping resources, and their ability to effectively manage stress. Understanding these individual differences within the framework of the TMSC can help researchers identify vulnerable subgroups of teachers who may be at heightened risk of burnout in inclusive settings and tailor interventions to meet their specific needs. Overall, the Transactional Model of Stress and Coping provides a comprehensive and dynamic framework for investigating the complex interplay between stressors, coping strategies, and well-being among teachers handling inclusive classes.

In addition to theoretical frameworks, legal bases such as RA 4670 "Magna Carta for Public School Teachers" and DO No. 42, s. 2017 "National Adoption and Implementation of The Philippine Professional Standards for Teachers" provide a legal framework for supporting teachers in inclusive education. These laws reinforce the rights of teachers to receive necessary support, training, and resources to effectively handle inclusive classrooms, contributing to their well-being and professional development.

RA 4670 is enacted to uphold the rights and welfare of public-school educators. It serves as a comprehensive framework outlining the privileges, responsibilities, and protections afforded to teachers. The law covers various aspects, including tenure, professional development, compensation, and working conditions. Its provisions aim to promote the professional growth and well-being of teachers, recognizing their pivotal role in the nation's educational system. RA 4670

emphasizes the importance of supporting educators to ensure quality teaching and learning outcomes for students across diverse settings.

RA 4670's significance becomes evident in its support for educators grappling with the challenges of inclusive education. Inclusive classes involve teaching students with diverse learning needs, including those with disabilities, in mainstream classrooms. Such a teaching environment demands heightened sensitivity, adaptability, and specialized strategies from teachers. RA 4670 provides a legal framework that reinforces the rights of teachers to receive necessary support, training, and resources to effectively manage inclusive classrooms. By ensuring teachers' well-being and professional development, the law indirectly contributes to mitigating burnout and fostering positive attitudes among educators, thus enhancing their capacity to handle the complexities of inclusive education and ultimately promoting inclusive practices in schools.

DO No. 42, s. 2017, titled "National Adoption and Implementation of The Philippine Professional Standards for Teachers," plays a crucial role in providing a structured framework for teacher development and performance assessment. The Philippine Professional Standards for Teachers (PPST) outlined in this directive serve as a comprehensive guide for teachers' competencies, values, and behaviors in their professional practice. By adhering to the PPST, educators gain clarity on the skills and qualities they need to effectively handle inclusive classrooms, including the ability to adapt instruction to diverse learners' needs, foster inclusive environments, and collaborate with stakeholders.

Moreover, **DO No. 42, s. 2017**, facilitates the integration of the PPST into teacher training, professional development, and evaluation programs, ensuring that teachers receive the necessary support and resources to enhance their capacity to handle inclusive classes. This integration promotes continuous improvement and encourages teachers to reflect on their practice, which can help reduce burnout by fostering a sense of efficacy and accomplishment. Additionally, by aligning with global standards and best practices in education, the implementation of the PPST encourages a culture of professionalism and excellence among educators, which can contribute to positive attitudes and job satisfaction, ultimately mitigating burnout in teachers handling inclusive classes. Therefore, DO No. 42, s. 2017, supports the study by providing a framework for enhancing teacher competencies and well-being in inclusive education settings.

In the study of **Rohmer et al., 2024,** The findings suggest that addressing implicit attitudes is crucial in mitigating burnout among teachers handling inclusive classes. By promoting awareness and understanding of implicit biases, educators can work towards cultivating more positive attitudes towards inclusive education and diverse student populations. This may involve targeted training, professional development, and support systems aimed at challenging stereotypes, fostering empathy, and promoting inclusive teaching practices. Ultimately, by addressing implicit attitudes and fostering positive explicit attitudes towards inclusive education, the study suggests that teachers may experience lower levels of exhaustion and be better equipped to effectively support all students in inclusive classrooms.

It was confirm in the study of Kuok et al., 2022, that the concept of co-existence between work engagement and burnout applies to inclusive teachers underscores the importance of considering both positive and negative aspects of teacher well-being in the context of inclusive education. This finding suggests that efforts to enhance inclusive education should not only focus on reducing burnout but also on promoting work engagement and job satisfaction among teachers. By fostering a supportive school environment that promotes clarity in roles and expectations, educators handling inclusive classes may experience lower levels of emotional exhaustion and higher levels of cognitive work engagement, ultimately contributing to their overall well-being and effectiveness in supporting diverse learners. Therefore, these findings provide valuable insights into strategies for addressing burnout and enhancing positive attitudes among teachers handling inclusive classes.

Teachers' beliefs in their ability to effectively teach and support all students are fundamental to creating inclusive learning environments where every learner can thrive. High levels of TSE enable teachers to adopt proactive and innovative teaching strategies, differentiate instruction, and provide necessary accommodations to meet the diverse needs of students. Moreover, teachers with strong self-efficacy are more likely to collaborate with colleagues, engage in professional development, and seek out resources to enhance their inclusive teaching practices, thereby contributing to the overall success of inclusion initiatives in schools (Weissenfels et al., 2021).

The finding of Gülsün et al., 2023, reveals that teachers' understanding of their role and the school's expectations negatively predicted emotional exhaustion suggests that clarity and alignment in job roles can mitigate burnout among educators. Conversely, a positive relationship was observed between teachers' understanding of their roles and cognitive work engagement, indicating that clarity in responsibilities can enhance teachers' investment and commitment to their work. Furthermore, the confirmation of the co-existence between work engagement and burnout among inclusive teachers underscores the importance of addressing both positive and negative aspects of teacher well-being in the context of inclusive education. These findings highlight the significance of providing clear guidance and support to teachers in understanding their roles within inclusive settings, not only to alleviate burnout but also to foster their engagement and effectiveness in meeting the diverse needs of students.

The identification of sources of teachers' self-efficacy in inclusive settings, including mastery of experience, vicarious experience, verbal or social persuasion, and emotional and physiological factors, sheds light on potential avenues for promoting resilience and mitigating burnout among educators. By understanding the factors that contribute to teachers' confidence and effectiveness in inclusive classrooms, schools and educational institutions can implement targeted interventions and support mechanisms to enhance teachers' self-efficacy and promote positive attitudes towards their roles. This, in turn, can help alleviate burnout by equipping teachers with the necessary resources, skills, and support to effectively manage the demands of inclusive education while maintaining their well-being and job satisfaction. Therefore, the findings underscore the importance of addressing both the underlying sources of burnout and promoting adaptive coping strategies to support teachers handling inclusive classes effectively (Ntoaduro, 2021).

However, in the study of Alnahdi & Schwab, 2021, shows the negative correlation between emotional distress and high teacher efficacy in inclusive instruction and collaboration underscores the importance of addressing educators' well-being as a fundamental aspect of promoting successful inclusive education practices. Schools and educational institutions should prioritize the provision of adequate support, resources, and professional development opportunities to help teachers manage emotional distress and enhance their confidence and efficacy in meeting the needs of all learners in inclusive settings. By supporting teachers' psychological well-being, schools can facilitate a positive work environment that fosters effective teaching practices and collaboration, ultimately leading to improved outcomes for students with diverse learning needs.

Related literature on inclusive education, teachers' attitudes towards inclusion, and teacher burnout further enriches the theoretical background. Studies by Rohmer et al., Kuok et al., Weissenfels et al., Gülsün et al., and Ntoaduro highlight the importance of addressing implicit attitudes, promoting work engagement, and enhancing teachers' self-efficacy in inclusive settings to mitigate burnout and foster positive attitudes towards inclusion.

In conclusion, the integration of theoretical frameworks, legal bases, and related literature provides a comprehensive understanding of the factors influencing teachers' attitudes and burnout in inclusive educational settings. By establishing connections between theories, legal frameworks, and empirical studies, this research aims to inform targeted interventions and support strategies to enhance teacher well-being, promote positive attitudes towards inclusion, and mitigate burnout

among educators handling diverse learners in inclusive classrooms. The synthesis of theoretical perspectives and empirical evidence underscores the importance of addressing the complex dynamics of inclusive teaching to create supportive environments that benefit both teachers and students.

THE PROBLEM

Statement of the Problem

This research assessed the level of attitudes of teachers and degree of burnout of general education teachers handling inclusive classes at Babag National High School – Senior High School for school year 2023- 2024 as basis for a strategic intervention plan.

Specifically, it answered the following questions:

1. What is the demographic profile of the respondents in terms of:

    1.1 Age and gender,

    1.2 Highest educational attainment, and

    1.3 Length of service?

2. What is the level of attitudes of the respondents towards inclusive education?

3. What is the degree of burnout experienced by the respondents in terms of:

    3.1 Emotional exhaustion,

    3.2 Depersonalization, and

    3.3 Personal achievement?

4. Is there a significant relationship between the attitudes and burnout of the respondents towards inclusive education?

5. Based on the findings, what strategic intervention plans can be proposed?

Statement of the Null Hypothesis

Based on the objectives of the study, the following null hypothesis will be tested at 0.05 level of significance:

Ho: There is no significant relationship between the respondents' attitudes and emotional exhaustion towards inclusive education.

Ho: There is no significant relationship between the respondents' attitudes and depersonalization towards inclusive education.

Ho: There is no significant relationship between the respondents' attitudes and personal achievement towards inclusive education.

Significance of the Study

The findings of this study will be significant to:

Department Officials. They shape the policy, professional development, support systems, and advocacy efforts that directly impact teachers' experiences and well-being in inclusive education settings.

School Administrators. They play a significant role in shaping the school environment and support systems that directly impact teachers' attitudes and burnout in handling inclusive classes. Their leadership, resource allocation decisions, commitment to professional development, and facilitation

of collaboration and communication efforts are essential for creating inclusive school communities where all students can thrive, and teachers feel supported and empowered in their roles.

Teachers. They are directly involved in implementing inclusive practices and experiencing burnout in inclusive settings. Understanding teachers' attitudes, well-being, and professional development needs is crucial for promoting positive attitudes towards inclusive practices, reducing burnout, and fostering inclusive learning environments where all students can succeed.

The Researchers. They play a significant role in advancing understanding, informing practice, and promoting positive outcomes in the study. Their efforts contribute to addressing challenges, informing policy and practice, and ultimately improving the quality of education for all students in inclusive.

Future Researchers. They can anchor their work with this study and deepen their understanding of the complex interactions between teachers, students, schools, and communities in inclusive settings and offer insights into effective strategies for supporting teacher well-being and enhancing the quality of education for all learners.

RESEARCH METHODOLOGY

Design

The research employed a descriptive-correlational design, guided by the principles outlined by Oh & Pyrczak, 2023, to ascertain and validate the existence of relationships or mutual impacts among various elements within a given context. The study aimed to explore the relationship between two specific variables: the respondents' attitudes towards inclusive education and the extent of burnout experienced by the respondents in terms of Emotional Exhaustion, Depersonalization, and Personal Achievement. All teachers engaged in inclusive classroom settings were incorporated in the data collection process using a universal sampling approach.

The handling of data in this research was conducted with strict confidentiality and care. All responses were anonymized to ensure privacy, and no personal identifiers were used in the analysis. The data were inputted into a secure database where all entries were checked for accuracy and completeness, with any inconsistencies addressed accordingly. Statistical analysis, including the calculation of Pearson correlation coefficient (r), was performed using appropriate software. Descriptive statistics and correlational analysis were utilized to examine the relationships between the respondents' attitudes towards inclusive education and their levels of burnout. The findings were interpreted in alignment with the research objectives and theoretical framework, and results were presented clearly.

Flow of the Study

Figure 2 described how the study was conducted, with the following input: profile of the respondents, level of attitudes of the respondents towards inclusive education, and degree of burnout experienced by the respondents in terms of Emotional exhaustion, Depersonalization, Personal achievement, and significant relationship between the attitudes and burnout of the respondents towards inclusive education. Based on the study's plan, intervention plans were created in a structured way. The study was started by obtaining approval through letters to ensure the intended participants agreed. Information was then collected from the respondents using survey questionnaires. After the data was gathered, it was treated and analyzed using the identified statistical methods. The data was carefully examined to identify any patterns or connections between how the participants felt about inclusive education and their experience of burnout. Understanding this data helped in developing plans to address the identified issues. The detailed steps outlined in Figure 2 guided how the study was conducted and how specific plans were formulated to meet the participants' needs.

A formal request letter was forwarded to the division office and school principal, and the researcher was authorized to conduct the study within their respective institution. A survey was administered and gathered data regarding respondents' profile, level of attitudes of the respondents towards inclusive education, and degree of burnout experienced by the respondents in terms of Emotional exhaustion, Depersonalization, Personal achievement, and significant relationship between the attitudes and burnout of the respondents towards inclusive education. Employing a Descriptive Correlational Design, appropriate statistical analyses, such as frequency counts, simple percentages, and weighted means, were utilized to interpret the data collected, tailored to the sample size. Lastly, the output of the study was an Intervention Plan. An intervention plan that addresses teachers' attitudes and burnout in handling inclusive classes, schools can create a supportive and empowering environment that enables educators to thrive and effectively support the diverse needs of all students.
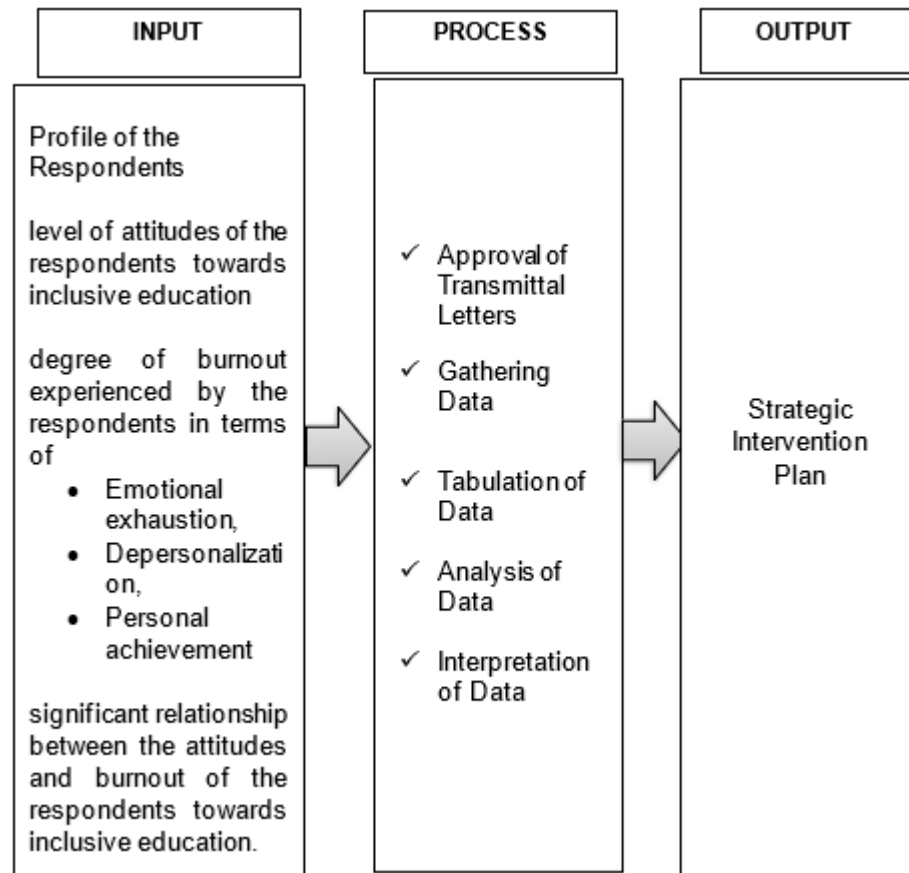
Figure 2. The Flow of the Study

Environment

The study will be conducted in Babag National High School – Senior High School. It is located in Babag, Lapu-Lapu City, Cebu. In the 2020 Census, there were 30,839 people living in the barangay of Babag in the city of Lapu-Lapu. It is roughly equivalent to 6.20 percent of Lapu-Lapu's total population. Babag had 22,756 inhabitants spread among 5,243 homes, with an average of 4.34 people living in each household.

Babag National High School-Senior High School has been operating since 2016. It is under District VIII of the Division of Lapu-Lapu City. It has

68 teaching personnel, 4 non-teaching personnel and 2,146 enrolled students for the School Year 2023-2024. Babag National High School – Senior High School offers various strands such as Science, Technology, Engineering, and Mathematics (STEM) Strand, Accountancy, Business, and

Management (ABM) Strand, Humanities and Social Sciences (HUMSS) Strand and Technical-Vocational-Livelihood (TVL) Strand.

In addition, the Technical-Vocational-Livelihood (TVL) Strand comprises 21 tracks namely Commercial Cooking; Contact Center Services; Computer Systems Servicing; Visual Graphics Design; Animation; Electrical Installation and Maintenance (EIM); Electronic Products Assembly and Servicing (EPAS); Wellness & Nail Care; Home Economics (HE) -Travel Services; HE - Local Guiding Services; HE - Tourism Promotions; and HE - Attractions and Theme Parks.

Figure 3. Location Map of the Research Environment

Respondents

The study focused on the general education teachers at Babag National High School – Senior High School. Random sampling selection was used in determining the respondents.

Table 1. **Distribution of the Respondents**

Respondents	Sample	Percentage
Grade 11 Teachers	23	62%
Grade 12 Teachers	14	38%
TOTAL	**37**	**100%**

Table 1 showed the number of respondents surveyed for this study. There were 37 respondents in Babag National High School – Senior High School. The respondents were chosen through random sampling. 62% of the respondents were Grade 11 teachers and 38% of them were Grade 12 teachers.

Instrument

In this study, an adapted questionnaire developed by Wilkerson (2012), was used and employed. This adapted questionnaire aimed and gathered data pertinent to "Teachers Attitudes Towards Inclusion". Specifically, it gauges the knowledge and competencies of the respondents concerning their level of attitudes towards inclusive education. Another modified questionnaire from Maslach, Jackson, & Leiter (1997), was employed for the degree of burnout experienced by the respondents in terms of: Emotional exhaustion, Depersonalization, and Personal achievement.

The modified survey questionnaire for Teachers' Attitudes Towards Inclusion included 14 statements designed to gauge respondents' attitudes towards inclusive education, with response options ranging from very positive to very negative. Additionally, there were 22 statements aimed at evaluating respondents' levels of burnout concerning emotional exhaustion, depersonalization, and personal achievement, with response options ranging from very high to very low. Respondents were asked to select one of five options for each statement, utilizing a 5-point Likert Scale to indicate their level of agreement. All collected data were strictly complied with the provisions of the Data Privacy Act, guaranteeing the utmost confidentiality of gathered information.

Data Gathering Procedure

The data gathering procedure evolved from asking permission from the principals of the different schools that were used as the environment of the study. The questionnaires were administered to the respondents, who provided their answers accordingly. Responses were carefully gathered, ensuring accuracy and privacy throughout the process.

Preliminary Stage. A transmittal letter was given to school principal and was able to get the authorization to successfully administer the study.

Data Gathering Stage. The teachers were given the questionnaire and requested to provide honest responses regarding their personal information, as well as their level of attitudes towards inclusive education and degree of burnout experienced by the respondents in terms of Emotional exhaustion, Depersonalization, and Personal achievement.

Post Data Gathering Stage. Individual responses and scores from the respondents were successfully gathered and recorded. A summary sheet encompassing all pertinent information corresponding to the variables outlined in the problem statement was compiled. Subsequently, the data underwent statistical analysis, tabulation, and interpretation based on the results obtained from the statistical methods employed. Each data point was examined alongside the structure outlined in the statement of the problem. Moreover, relevant studies were cited to support the discussion of each data.

Statistical Treatment of Data

The following statistical methods were used to analyze the data in this study to find solutions to the problems of the study.

Frequency count. An attempt to determine the number of occurrences of specific units in specific variables.

Simple Percentage. This was used to get the percentage of the responses of the teachers to the profile variables.

Weighted Mean. This was used to get the average relationship between their level of attitudes towards inclusive education and degree of burnout experienced by the respondents in terms of: Emotional exhaustion, Depersonalization, and Personal achievement.

Pearson r. Pearson's correlation coefficient (Pearson r) was applied to measure the strength and direction of the linear relationship between variables, offering insights into the associations between different factors analyzed in the study.

Scoring Procedure

It refers to the systematic method utilized to assign numerical values or scores to the responses of participants across various evaluations such as surveys, questionnaires, or tests.

Scoring Procedure for the Respondents' Level of Attitudes Towards Inclusive Education

Scale	Numerical Rating	Descriptive Rating	Verbal Interpretation
5	4.21-5.00	Very Positive	The respondents show very positive attitudes with the statement describing their level of attitudes towards inclusive education.
4	3.41-4.20	Positive	The respondents show positive attitudes with the statements describing their level of attitudes towards inclusive education.
3	2.61-3.40	Neutral	The respondents show neutral attitudes with the statements describing their level of attitudes towards inclusive education.
2	1.81-2.60	Negative	The respondents show negative attitudes with the statements describing their level of attitudes towards inclusive education.
1	1.00-1.80	Very Negative	The respondents show very negative attitudes with the statements describing their level of attitudes towards inclusive education.

Scoring Procedure for the Respondents' Degree of Burnout in Terms of Emotional Exhaustion, Depersonalization and Personal Achievement

Scale	Numerical Rating	Descriptive Rating	Verbal Interpretation
5	4.21-5.00	Very High	The respondents show very high degree of burnout with the statements in terms of emotional exhaustion, depersonalization, and personal achievement.
4	3.41-4.20	High	The respondents show high degree of burnout with the statements in terms of emotional exhaustion, depersonalization, and personal achievement.
3	2.61-3.40	Moderate	The respondents show moderate degree of burnout with the statements in terms of emotional exhaustion, depersonalization, and personal achievement.
2	1.81-2.60	Low	The respondents show low degree of burnout with the statements in terms of emotional Exhaustion, depersonalization, and personal achievement.
1	1.00-1.80	Very Low	The respondents show very low degree of burnout with the statements in terms of emotional exhaustion, depersonalization, and personal achievement.

DEFINITION OF TERMS

The following terms are operationally defined based on how they are used in this study:

Burnout. This will manifest as feelings of cynicism, detachment from work, and a sense of inefficacy. It may lead to decreased job satisfaction, reduced effectiveness in teaching, and ultimately impact overall well-being.

Collaborative Teaching. The collaborative endeavor of two or more educators, pooling their expertise and resources to jointly plan, deliver, and assess instruction, thereby fostering a dynamic and inclusive learning experience for a diverse group of students.

Emotional exhaustion. Teacher's state of prolonged stress and fatigue resulting from the demands of managing inclusive classrooms. This condition can lead to feelings of overwhelm, frustration, and burnout, impacting teachers' well-being and effectiveness in supporting diverse student needs. Recognizing and addressing emotional exhaustion is crucial for promoting teachers' mental health and job satisfaction. Implementing supportive strategies and providing resources for self-care are essential in mitigating emotional exhaustion and enhancing teachers' capacity to thrive in inclusive educational settings.

Depersonalization. Teachers psychological state where individuals feel detached from their personal self, often experienced in the context of managing inclusive classrooms. This detachment can lead to a sense of disconnection from one's identity and emotions, affecting how teachers interact with students and navigate the complexities of inclusive education. Addressing depersonalization is essential for maintaining teachers' emotional well-being and their ability to provide effective support to diverse student populations. Implementing strategies to enhance self-awareness, fostering positive relationships, and promoting self-care practices are vital in addressing depersonalization and supporting teachers in inclusive classroom environments.

Inclusion. The active and intentional practice of ensuring that all students, including those with disabilities or special needs, are not only welcomed but also valued and fully supported within the regular education environment, fostering a culture of belonging and equity.

Inclusive Classes. Inclusive classes are educational settings where students with diverse learning needs and abilities, including those with disabilities, are educated alongside their typically developing peers. Inclusion aims to provide equal opportunities for all students to participate in the same learning activities and environments, regardless of their differences, while supporting their individual needs and fostering a sense of belonging and acceptance.

Inclusive Education. An overarching approach that champions equal opportunities for every student, irrespective of their differences or disabilities, by creating an environment where every learner feels valued, respected, and fully supported, thus fostering holistic development and academic success for all.

Job Satisfaction. Job satisfaction refers to the extent to which teachers find fulfillment, enjoyment, and meaning in their work. It encompasses factors such as autonomy, professional recognition, supportive work environments, and alignment with personal values and goals. Job satisfaction can influence teachers' attitudes towards inclusive education and their resilience to burnout.

Professional Support. Professional support includes resources, training, mentoring, and collaborative opportunities provided to teachers to help them effectively address the needs of diverse learners in inclusive classrooms. Adequate professional support can mitigate the risk of burnout and enhance teachers' attitudes towards inclusive education.

Strategic Plan. Detailed and strategic plan outlining specific actions and steps necessary to achieve the goals of creating an inclusive learning environment for all students. This blueprint provides a structured framework for the systematic implementation, monitoring, and evaluation of initiatives aimed at promoting progress and fostering positive change within the educational setting.

Teachers' Attitude. This refers to the general disposition, beliefs, opinions, and feelings that teachers hold towards inclusive education, their students, their teaching practices, and the educational system as a whole.

It encompasses both cognitive and affective aspects of teachers' perceptions and reactions.

Teacher Burnout in Inclusive Classes. This specifically refers to the phenomenon of burnout experienced by teachers who are responsible for instructing and supporting students with diverse needs in inclusive educational settings. It involves understanding the unique stressors, challenges, and demands faced by teachers in inclusive classrooms, which may contribute to feelings of burnout and impact their attitudes, well-being, and professional effectiveness.

Teacher Efficacy. Teacher efficacy refers to teachers' beliefs in their ability to positively impact student learning outcomes. It encompasses their confidence in their instructional strategies, classroom management skills, and ability to overcome challenges to facilitate student learning effectively.

Workload. Workload refers to the quantity and complexity of tasks and responsibilities assigned to teachers in their professional roles. In the context of inclusive classrooms, teachers may experience heightened workload due to the need for individualized instruction, differentiated. assessments, and collaboration with support staff and specialists.

Chapter 2

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presented the data collected and its interpretation in the course of the study. It showed the data that answered the questions raised in the study. This section analyzed, discussed, and interpreted the findings. Data presented were the demographic profile of the respondents in terms of age and gender, highest educational attainment, field of specialization and length of service; the level of attitudes of the respondents towards inclusive education; the degree of burnout experienced by the respondents in terms of emotional exhaustion, depersonalization, and personal achievement; and the significant relationship between the attitudes and burnout of the respondents towards inclusive education.

DEMOGRAPHIC PROFILE OF THE RESPONDENTS

This part of the study showed the demographic profile of the respondents including their age and gender, highest educational attainment, field of specialization, and length of service.

Age and Gender

Age was recorded as the number of complete years lived by each participant at the time of data collection. For analysis purposes, age was also categorized into the following groups: 24-33, 34-43, and 44-53. On the other hand, gender refers to the social and cultural roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. It was recorded based on self-reporting by participants.

Table 2. Age and Gender of the Respondents

Age (in years)	Female		Male			Total	
	F	%	f	%	f		%
44-53	7	18.92	0	0.00	7		18.92
34-43	11	29.73	3	8.11	14		37.84
24-33	9	24.32	7	18.92	16		43.24
Total	**27**	**72.97**	**10**	**27.03**	**37**		**100.00**

Table 2 showed the demographic profile of the respondents as to their gender and age. It showed that 27 of the 37 respondents were female and 10 were male. Furthermore, the majority of respondents ranged in age from 24 to 33 years old. These findings indicated that there were more young female teachers than young male teachers at Babag National High School-Senior High School.

Based on the data, it appeared that most of the respondents were female teachers, which was consistent with the trend of women opting to become teachers. Women made up an excessive percentage of teachers worldwide. Additionally, the share of female teachers in basic, lower secondary, and upper secondary education had increased globally since 2015 (UNESCO, 2023).

The conventional views of women's responsibilities in society were the foundation of the feminization of the teaching profession. Teaching was viewed as a profession for women, enabling them to fulfill their responsibilities as mothers and wives (Global Education Monitoring Report, 2020). Moreover, female teachers served as effective role models, boosting self-confidence and encourage students' aspirations (Card, Sanders, Taylor, & Udalova, 2022).

Highest Educational Attainment

Highest educational attainment was defined as the highest level of education that an individual has completed. Participants were asked to self- report their highest level of education, and the responses were categorized into the following groups: bachelor's degree, with master's units, master's graduate, and with doctorate units.

Table 3. Highest Educational Attainment of the Respondents

Educational Attainment	f	%
With Doctorate Units	1	2.70
Master's Graduate	11	29.73
With Master's Units	23	62.16
Bachelor's Degree	2	5.41
Total	**37**	**100.00**

Table 3 illustrated the profile of the respondents as to their highest educational attainment. Out of 37 respondents, 62.16% had earned units in their respective master's degree, 29.73% had graduated from their master's degree, 5.41% had obtained their bachelor's degree, and 2.70% had earned doctorate units.

Effective classroom instruction was widely known to depend on the credentials and training of teachers. Teachers' academic achievements could have an impact on their methods of instruction. Highly competent and well-trained teachers had the necessary expertise and pedagogical skills to establish engaging learning environments and apply effective teaching practices. They were able to create engaging learning environments and modify their instruction to meet each student's specific needs. Higher educational achievement among teachers could imply a more advanced stage of human capital development, reflecting their own proficiency and knowledge (Martinez, 2023). Teachers' own level of human capital development was widely assumed to be predictable for both the effectiveness and quality of their instruction and classroom management (Liu, 2021). The importance of teachers' educational attainment was critical for promoting efficient instruction and facilitating the growth of students.

Length of Service

Length of service was the number of years a respondent has worked as a classroom teacher. The responses were categorized into the following groups: 1-5 years, 6-10 years, 11-15 years, and 16 and above. This categorization allows for a detailed analysis of the distribution of service length within the sample.

Table 4. Length of Service of the Respondents

Length of Service (in years)	f	%
16 and above	3	8.11
11-15	5	13.51
6-10	13	35.14
1-5	16	43.24
Total	**37**	**100.00**

Table 4 presented the length of service of the respondents. 43.24% of the respondents had rendered their services for 1-5 years, 35.14% had 6-10 years experiences, 13.51% had rendered 11-15 years, and 8.11% had 16 years and above experiences.

Teaching experience was one of the most used indicators of teachers' qualifications. Several studies had found beneficial relationships between teachers' years of experience and student performance. According to Podolsky, Kini, & Darling-Hammond (2019), teaching experience was positively associated with students' accomplishment gains over the span of a teacher's career; as teachers gain experience, their students were more likely to perform better on success indicators other than test scores.

THE LEVEL OF ATTITUDES OF TEACHERS TOWARDS INCLUSIVE EDUCATION

This section showed the level of attitudes of the respondents towards inclusive education. It had 14 indicators and was rated using the 5-point Likert scale.

Table 5. Level of Attitudes of the Respondents Towards Inclusive Education

S/N	Indicators	WM	Verbal Description
1	All students with autism should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	3.46	Positive
2	It is seldom necessary to remove students with autism from regular classrooms in order to meet their educational needs.	3.76	Positive
3	Most or all separate classrooms that exclusively serve students with autism should be eliminated.	2.46	Negative
4	Most or all regular classrooms can be modified to meet the needs of students with autism.	4.05	Positive
5	Students with autism can be more effectively educated in regular classrooms as opposed to special education classrooms.	3.24	Neutral
6	Inclusion is a more efficient model for educating students with autism because it reduces transition time (i.e. the time required to move from one setting to another).	3.59	Positive
7	Students with autism should not be taught in regular classes with non-disabled students because they will require too much of the teacher's time.	3.51	Positive
8	I have doubts about the effectiveness of including students with autism in regular classrooms because they often lack the academic skills necessary for success.	3.41	Positive
9	I have doubts about the effectiveness of including students with autism in regular classrooms because they often lack the social skills necessary for success.	3.32	Neutral
10	I find that general education teachers often do not succeed with students with autism, even when they try their best.	3.08	Neutral
11	I would welcome the opportunity to team-teach as a model for	4.08	Positive

	meeting the needs of students with autism in regular classrooms.		
12	All students benefit from team teaching; that is, the pairing of a general and a special education teacher in the same classroom.	4.19	Positive
13	The responsibility for educating students with autism in regular classrooms should be shared between general and special education teachers.	4.38	Very Positive
14	I would welcome the opportunity to participate in a consultant teacher model (i.e. regular collaborative meetings between special and general education teachers to share ideas, methods and materials) as a means of addressing the needs of students with autism in regular classrooms.	4.43	Very Positive
Aggregate Weighted Mean		**3.64**	**Positive**
Legend: 4.21-5.00-Very Positive; 3.41-4.20-Positive; 2.61-3.40-Neutral; 1.81-2.60-Negative; 1.00-1.80-Very Negative			

Table 5 gave a detailed analysis of teachers' attitudes towards inclusive education. According to Department of Education Order No. 72 Series of 2009, inclusive education was a philosophy that advocates for the acceptance of all children, regardless of race, size, shape, color, aptitude, or disability. This approach placed a strong emphasis on the value of assistance from the community, parents, teachers, and students. Inclusive education was a collaborative method that involves students, families, educators, and community members in the design, implementation, and evaluation of educational programs and services that address the different needs of all students (Cabañero, 2023).

Moreover, DepEd Order (DO) 44, series (s.) 2021, entitled "Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K–12 Basic Education Program," was released by the department on November 2, 2021. This policy was in accordance with the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), Section 3. It complied with Sections 8 and 8.2 of the Implementing Rules and Regulations. Provisions for inclusive education were included in the 2013 Enhanced Basic Education Act for a number of target groups, including gifted and talented students, students with disabilities, students following the madrasa curriculum, indigenous peoples, and students facing challenging circumstances like geographic isolation, chronic illness, abuse, or displacement because of armed conflict, urban resettlement, or disaster.

The survey demonstrated that general education teachers' perceptions toward their responsibilities and collaboration with special education teachers, and involvement in inclusive education were positive. For instance, indicators 13 and 14 had a weighted mean of 4.38 and 4.43, respectively. These responses implied very positive attitudes among general education teachers toward inclusive classroom settings for students with autism. The responsibilities for providing inclusive education must be shared by general and special education teachers.

General education teachers showed willingness to collaborate with special educations teachers in providing better inducive classroom setup for students with autism. Effective collaboration between general education and special education teachers had become increasingly vital as expectations for inclusive models of K–12 education for students with disabilities have grown (Lingo, Barton-Arwood, & Jolivette, 2011). According to Ketterlin-Geller, Baumer, and Lichon (2015), successful collaboration occurred when teachers were willing to work together toward a common objective of providing a coherent educational program to support student's academic achievement.

Nonetheless, indicators 1,2,4,6,7,8,11, and 12 had a weighted mean ranging from 3.41 to 4.19, implying positive attitudes among teachers towards inclusive education for students with autism.

These results indicated some concerns or need for improvement in some aspects of inclusive education for students with autism. The implementation of inclusive education was essential to cultivating students' entire educational experience and successfully combating discriminatory attitudes. Still, there were a lot of challenges in putting inclusive education into practice. These difficulties included a lack of resources, poor instruction that required specific goals, a suitable curriculum, efficient classroom management, and appropriate assessment procedures (Cabañero, 2023).

Indicators 5,9, and 10 had a weighted mean of 3.24, 3.32, and 3.08, respectively. The findings indicated a fair attitude toward inclusion, indicating that teachers were unsure of whether to endorse inclusive education concepts and practices in their current classroom settings (Dapudong, 2014). Even though teachers had positive attitudes that students with autism should be welcomed in regular classes and should have every opportunity to function in regular classrooms, it would be challenging to modify coursework for these students because it would take up too much of the teachers' time.

Furthermore, indicator 3 had a weighted mean of 2.46, suggesting that teachers had a negative attitude toward the elimination of most or all segregated classrooms dedicated just for students with autism. Students with autism needed to have their education taken into consideration, as autism is a developmental delay that negatively impacts academic performance. Inclusion should be promoted wherever it was appropriate, claim DeVore and Russell (2007). Thus, exclusive classrooms catering for students with autism were still necessary to address their needs. Full inclusion should be employed as frequently and in as many circumstances as possible, but it should never be forced on the student. Happiness and appropriateness should never be relinquished in the name of "normality" (Wiele, 2011).

Overall, the aggregate weighted mean of the 14 indicators was 3.64, portraying teachers had positive attitudes towards inclusivity. This suggested that teachers may have some reservations due to some challenges that they may encounter such as time-consuming. Nevertheless, the willingness of teachers to embrace inclusive education would provide equal opportunities for all students. Culajara and Culajara (2023) contended that inclusive education was an essential right for everyone and that teachers were essential in inspiring students to feel optimism and undergo personal growth.

THE DEGREE OF BURNOUT EXPERIENCED BY TEACHERS

Presented in this section was the degree of burnout experienced by the respondents in terms of emotional exhaustion, depersonalization, and personal achievement. It had seven indicators as shown in the table below. These indicators were rated by the respondents using the 5-point Likert Scale.

The teaching profession was under increased burden and stress due to extensive changes imposed by contemporary neoliberal educational and administrative institutions, such as increased workload and teacher pressure (Larrivee, 2012). Teachers worked in an emotionally taxing working environment and were prone to burnout. Teacher burnout was a psychological syndrome that occurred in reaction to continuous professional stress, and it comprised emotional exhaustion, depersonalization, and decreased personal achievement (Maslach, 2003). Teacher burnout remained a major contributor to teacher turnover in the 21st century. If burnout was not properly managed, it could lead to a rise in absenteeism and ineffective teaching, which would lower students' learning outcomes (Rumschlag, 2017). Burnout not only affected teaching quality but also negatively impacted teachers' mental, psychological, and physical health (Mahmoodi-Shahrebabaki, 2019).

Emotional Exhaustion

Emotional exhaustion is defined as feelings of emotional overextension and depletion of one's emotional resources (Maslach and Leiter, 1999). It is a state of feeling emotionally worn out and

drained because of accumulated stress from personal or work-related experiences. This can lead to a decline in motivation, a lack of energy, and an inability to participate fully in work-related activities.

Table 6. Degree of Burnout Experienced by the Respondents in Terms of Emotional Exhaustion

S/N	Indicators	WM	Verbal Description
1	I feel emotionally drained by my work.	3.41	High
2	Working with people all day long requires a great deal of effort.	3.89	High
3	I feel like my work is breaking me down.	2.89	Moderate
4	I feel frustrated by my work.	2.78	Moderate
5	I feel I work too hard at my job.	3.16	Moderate
6	It stresses me too much to work in direct contact with people.	2.65	Moderate
7	I feel like I'm at the end of my rope.	2.14	Low
	Aggregate Weighted Mean	**2.99**	**Moderate**
Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low			

Table 6 showed the degree of burnout experienced by respondents in terms of emotional exhaustion when handling inclusive classes, with a focus on the seven important indicators rated on a 5-point Likert Scale. The weighted means of the indicators ranged from 2.14 to 3.89, indicating low to high degree of burnout experienced by teachers in terms of emotional exhaustion.

Teachers exhibited high levels of emotional exhaustion, as shown by indicators 1 and 2, which had weighted means of 3.41 and 3.89, respectively. These indicators showed feelings of emotional exhaustion from work and the tremendous effort required while interacting with people, emphasizing the intense emotional demands connected with managing inclusive classes. Problematic relationships between teachers and students were known to exacerbate negative emotions, lower job engagement, and greater emotional exhaustion (Aldrup, Klusmann, Lüdtke, Göllner, & Trautwein, 2018), especially when combined with a severe teaching and administrative workload (Van Droogenbroeck, Spruyt, & Vanroelen, 2014).

Indicators 3,4,5,6 had weighted means of 2.89, 2.78, 3.16 and 2.65, respectively. These results showed that teachers' degree of burnout in terms of emotional exhaustion was moderate. These indicators implied that respondents were working too hard, feeling frustrated, and being too stressed out to deal with others directly because they felt that their work was tearing them down. The main source of teachers' frustration stemmed from their lack of influence over decisions made in the workplace, which affected how they teach in the classroom (Rumschlag, 2017). On one hand, indicator 7 with a weighted mean of 2.14 portrayed that teachers' degree of burnout was low, indicating that they were not at the end of the rope.

With an aggregate weighted mean of 2.99 showing a moderate degree of burnout and with verbal descriptions ranging from low to high degree, each indicator provided an in-depth understanding of the emotional experiences' teachers had when managing inclusive classes. The data focused on the various emotional issues that educators experienced in inclusive education settings, bringing light on the intricacies of their work environment and its impact on their emotional well-being. Teachers' self- efficacy in using inclusive education was identified as the most powerful negative predictor of emotional exhaustion (Kuok, Teixeira, Forlin, Monteiro, & Correia, 2020).

Teachers were more inclined to suffer disappointment and stressful work environments due to the huge number of students they interact with on a daily basis. This could lead to emotional loads, such as emotional exhaustion (Zhang & Sapp, 2008). This was especially important when it comes to catering for students with autism in an inclusive classroom setting in which they had not received training. Boujut, Popa-Roch, Palomares, Dean, and Cappe (2017) investigated the relationship between burnout and teacher efficacy among teachers of students with autism spectrum disorder. According to them, teachers who felt less effective in their job also felt more stressed, that they were in danger, or that they were losing their job, which led to increased emotional exhaustion.

Given the negative consequences teacher burnout could have on educational quality and effectiveness, preventative and control measures were critical (Mahmoodi-Shahrebabaki, 2019). Teachers should be emotionally competent to enable and successfully implement inclusive education, as inclusion required contributions from individuals as well as from the joint endeavor of educators, students, parents, and community members (Rajendran, Athira, & Elavarasi, 2020).

Depersonalization

Depersonalization is a psychological condition characterized by feelings of detachment and impersonal responses toward one's work and colleagues. It is a negative, insensitive, or excessively distant reaction and attitudes to other people, typically the recipients of one's work or care (Maslach and Leiter, 1999). Individuals may develop cynicism, negative views, and a lack of empathy. Depersonalization can have a significant impact on professional relationships and teamwork, resulting in a toxic work environment and lower morale.

Table 7. Degree of Burnout Experienced by the Respondents in Terms of Depersonalization

S/N	Indicators	WM	Verbal Description
1	I feel I look after certain patients/clients impersonally, as if they are objects.	2.38	Low
2	I feel tired when I get up in the morning and have to face another day at work.	2.68	Moderate
3	I have the impression that my patients/clients make me responsible for some of their problems.	2.78	Moderate
4	I am at the end of my patience at the end of my work day.	2.46	Low
5	I really don't care about what happens to some of my patients/clients.	1.92	Low
6	I have become more insensitive to people since I've been working.	1.97	Low
7	I'm afraid that this job is making me uncaring.	1.97	Low
	Aggregate Weighted Mean	**2.31**	**Low**
Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low			

Table 7 showed the degree of burnout experienced by teachers in terms of depersonalization. Indicators 1, 4, 5, 6, and 7 with weighted means of 2.38, 2.46, 1.92m, 1.97, and 1.97, respectively, showed low levels of depersonalization-related burnout among teachers. These results illustrated that teachers cared about and valued their students. Teachers developed caring attitudes towards their students in an inclusive education. Nevertheless, indicators 2 and 3 with weighted means of 2.68 and 2,78, respectively, indicated moderate levels of burnout among teachers. These illustrated feeling exhausted when getting up in the morning, facing another day to work and being responsible for certain students' problems. Luthar, Kumar, & Zillmer (2020) claimed that teachers were now regarded vital in fostering students' mental health. A number of students were suffering from mental health issues due to their problems at home, at schools or with their peers. Thus, teachers must understand how to recognize early indicators of these sorts of distress and implement appropriate, timely interventions.

Zhang and Sapp (2008) suggested that teachers experiencing burnout in terms of depersonalization exhibited reduced empathy towards their students. However, with an aggregate weighted mean of 2.31, it implied a low degree of burnout among teachers in terms of depersonalization. According to Kuok, Teixeira, Forlin, Monteiro, & Correia (2020), depersonalization may not be applicable in the teaching profession because, unlike other front-line workers, teachers in inclusive educational settings had a less routine function and must deal more carefully with students with autism.

Another study of Squillaci & Hofmann (2021) using Maslach Burnout Inventory revealed that depersonalization did not seem to occur at work, in both inclusive and non-inclusive classroom settings. According to Maslach Burnout Inventory standards, being at a moderate level for two indicators was insufficient to conclude that teachers were burnout if the majority of the dimensions were in the low range.

Personal Achievement

Personal achievement burnout, also known as reduced personal accomplishment, is characterized by feelings of inefficacy and a lack of achievement and productivity at work. Diminished personal achievement is the state in which an individual no longer feels competent or has not achieved success in their work (Maslach and Leiter, 1999). It is an essential component of burnout and has a big impact on an individual's general well- being and level of job satisfaction. This can result in a sense of failure and self-doubt, further exacerbating the effects of burnout.

Table 8. Degree of Respondents' Personal Achievement

S/N	Indicators	WM	Verbal Description
1	I accomplish many worthwhile things in this job.	3.95	High
2	I feel full of energy.	3.54	High
3	I am easily able to understand what my patients/clients feel.	3.73	High
4	I look after my patients'/clients' problems very effectively.	3.65	High
5	In my work, I handle emotional problems very calmly.	3.81	High
6	Through my work, I feel that I have a positive influence on people.	3.89	High
7	I am easily able to create a relaxed atmosphere with my patients/clients.	3.86	High
8	I feel refreshed when I have been close to my patients/clients at work.	3.73	High
	Aggregate Weighted Mean	**3.77**	**High**

Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low

Table 8 presented the degree of teachers' personal achievement consisting of 8 indicators rated by respondents using a 5-point Likert Scale.

As shown in the table above, the degrees of teachers' personal achievement for all indicators were high with weighted means ranging from 3.54 to 3.95. Moreover, the aggregate weighted mean was 3.77 which denoted a high degree, as well. These findings indicated a high degree of personal achievement among teachers, demonstrating their positive impact and efficacy in implementing inclusive education. One of the key methods to support the growth of inclusive education was to improve the professional and personal achievement of inclusive education teachers (Luo & Li, 2024). Placing a high value on the profession as teachers and caring deeply about the students indicated a high level of self-efficacy. This ensured access to friendly inclusive learning environments.

Teachers with a high sense of self-efficacy more frequently evaluated and adjusted their teaching practices to meet the needs of students by allowing them opportunities to learn more effectively in an inclusive educational environment (Woodcock & Jones, 2020). They were confident in their abilities to have a positive impact on students' learning and achievement (Abu-Tineh, Khasawneh, & Khalaileh, 2011) as what indicator 6 stated.

Furthermore, students with highly effective teachers had been shown to perform better academically (Zee & Koomen, 2016). These were crucial outcomes for efficient classroom instructions in inclusive contexts. Butler & Shibaz (2008) had postulated that the personal achievements of teachers could impact their pedagogical approaches and, consequently, the educational experiences of their students.

Summary of Respondents' Degree of Burnout

This section presented the summary of respondents' degree of burnout in terms of emotional exhaustion, depersonalization and personal achievement.

Table 9. Summary on the Degree of Burnout Experienced by the Respondents

Components	WM	Verbal Description
Emotional Exhaustion	2.99	Moderate
Depersonalization	2.31	Low
Personal Achievement	3.77	High
Grand Mean	**3.02**	**Moderate**

Table 9 illustrated the summary of findings on the degree of burnout experienced by the respondents. Emotional exhaustion got a weighted mean of 2.99, illustrating a moderate level of burnout; depersonalization had a weighted mean of 2.31, implying a low level of burnout; and personal achievement got a weighted mean of 3.77, signifying a high level of burnout. From these three indicators, the grand weighted mean was 3.02 which indicated that teachers had experienced moderate levels of burnout in terms of emotional exhaustion, depersonalization and personal achievement.

RELATIONSHIP BETWEEN ATTITUDES AND BURNOUT OF TEACHERS TOWARDS INCLUSIVE EDUCATION

This section presented the significant relationship between attitudes and burnout of the respondents towards inclusive education. Their significant relationship was calculated and analyzed using the Pearson's Correlation Coefficient (Pearson r).

Table 10. Test of Relationship between the Attitudes and Burnout of the Respondents towards Inclusive Education

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Attitudes and Emotional Exhaustion	0.140	Negligible Positive	0.409	Do not reject Ho	Not Significant
Attitudes and Depersonalization	-0.228	Negligible Negative	0.175	Do not reject Ho	Not Significant
Attitudes and Personal Achievement	0.382*	Weak Positive	0.010	Reject Ho	Significant
*significant at p<0.05 (two-tailed)					

Table 10 showed the significant relationship between the level of attitudes of teachers towards inclusive education and the degree of burnout experienced by teachers in terms of emotional exhaustion, depersonalization and personal achievement. The table showed that the computed r-

value for the relationship between respondents' attitudes and emotional exhaustion was 0.140. This indicated a negligible positive correlation, and the p-value was 0.409, which was greater than the significance level of 0.05, indicating that the null hypothesis was not rejected.

This statistical analysis signified a not significant relationship between the respondents' level of attitudes and degree of burnout in terms of emotional exhaustion in the context of inclusive education.

For the relationship between teachers' attitudes and depersonalization, the computed r-value was -0.228, signifying a negligible negative correlation between the two variables. The p-value was 0.175 which fell above the significance level of 0.05, implying that the null hypothesis was not rejected. This statistical analysis indicated that there was no significant relationship between the respondents' level of attitudes and degree of burnout in terms of depersonalization.

As illustrated in Table 10, with a calculated r-value of 0.382 and a p- value of 0.010 which was lesser than the significance level of 0.05, it portrayed a weak positive correlation between respondents' attitudes towards inclusive education and the degree of personal achievement. This analysis showed a significant relationship between respondents' level of attitudes and the degree of respondents' personal achievement, leading to the rejection of the null hypothesis.

Studies have indicated that the attitudes of teachers play a critical role in the effectiveness of inclusive education. This statistical analysis aligned with the findings that teachers' attitudes toward inclusion and levels of confidence based on their personal achievement and teaching abilities could influence teachers' implementation of inclusive education (Sharma, Sokal, Wang & Loreman, 2021). The indicators for personal achievements included accomplishing many worthwhile things, feeling full of energy, being able to understand the students, looking after them, handing emotional problems calmly, having positive influence on people, creating a relaxed atmosphere and feeling refreshed with the students. These indicators described self-efficacy. Albert Bandura defined self-efficacy as the belief in one's own ability to accomplish certain tasks. High-self-efficacy educators had the ability to reduce systemic barriers that impeded students' learning; they employed inclusive teaching strategies by organizing, creating, and delivering fair learning opportunities for every student in an inclusive classroom setup (Capp, 2020). Positive teacher attitudes were critical for success when integrating children with special educational needs into regular classrooms (Saloviita, 2018). This was further supported by the findings of Sharma, Loreman, and Forlin (2011), who revealed that teachers' beliefs and attitudes had a significant impact on the success of inclusive education and practice.

Therefore, Cabañero (2023) mentioned that it was critical to acknowledge the importance of having well-prepared teachers who can effectively contribute to this process. All teachers must obtain adequate training. The training should include a wide range of issues, including accommodations, modifications, and behavioral management measures. Teachers must have a full awareness of the accommodations and changes required for students to succeed in their academic endeavors in an inclusive classroom setting.

Chapter 3

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter presented the summary, findings, conclusion and recommendation which may serve as guide for teachers, administrators, supervisors and other constituents.

SUMMARY

The study aimed to assess the level of attitudes and the degree of burnout among general education teachers handling inclusive classes at Babag National High School – Senior High School, during the School Year 2023-2024, as basis for a proposed "EmpowerEND: Enhancing Inclusive Education

Practices for Student Success Strategic Intervention Plan." Overall, there were 37 respondents. They answered the printed survey questionnaire that gathered their profile data and assessed their level of attitudes and degree of burnout in terms of emotional exhaustion, depersonalization, and personal achievements towards inclusive education.

The gathered data about the respondents' profile were treated and analyzed using frequency count and simple percentage, whereas the weighted mean was used to treat and analyze the data about the respondents' level of attitudes and degree of burnout in terms of emotional exhaustion, depersonalization, and personal achievement. Moreover, Pearson's correlation coefficient (Pearson r) was utilized to test the relationship between the respondents' level of attitudes and the degree of burnout in managing inclusive classes. The study's findings served as the basis for developing its output.

FINDINGS

A total number of 37 respondents were surveyed for this study. The study results showed a primarily female teaching force. Many of the respondents were aged 24-33 years old. As for the educational attainment, most of the respondents had earned units in their respective master's degree. In terms of length of service, the majority of the respondents had rendered their services for 1-5 years.

The aggregate weighted mean for the respondents' level of attitudes toward inclusive education indicated that teachers had positive attitudes towards inclusivity. This showed that teachers may have doubts about some issues they may face, such as time constraints. Nonetheless, teachers' commitment to adopt inclusive education would ensure equal opportunities for every student. Regarding the level of burnout that teachers experienced, emotional exhaustion implied a moderate level of burnout; depersonalization suggested a low level of burnout; and personal achievement indicated a high level of burnout. The grand weighted mean of these three variables indicated an overall moderate level of burnout experienced among teachers.

Additionally, for the test of relationship between teachers' level of attitudes and the degree of burnout in terms of emotional exhaustion indicated a negligible positive correlation. Thus, the null hypothesis was not rejected. In terms of respondents' attitudes and depersonalization, it signified a negligible negative correlation between the two variables and implied that the null hypothesis was not rejected. As for the respondents' attitudes and personal achievement, it portrayed a weak positive correlation between these two indicators. This analysis showed a significant relationship between the respondents' level of attitudes and the degree of respondents' personal achievement, leading to the rejection of the null hypothesis.

CONCLUSION

Based on the aforementioned findings of the study, it is concluded that the general education teachers of Babag National High School – Senior High School had shown positive attitudes towards inclusive education. Most of them had substantial educational credentials, demonstrating the skills and competence needed to handle inclusive classroom settings. Highly skilled and qualified teachers possessed the knowledge and pedagogical abilities needed to create stimulating learning environments and implemented successful teaching strategies in an inclusive educational environment. Nonetheless, despite being at a moderate level, the issue of teachers' burnout still needed to be addressed. Resolving teacher burnout was not only a matter of supporting teachers but also guaranteeing the long- term viability and efficacy of the entire educational system.

RECOMMENDATION

Based on the findings and drawn conclusion, it is highly recommended that further studies should be carried out to validate the findings of this study in different settings. Doing so will result in new findings. Moreover, initiatives that empower future teachers to value diversity must be developed,

along with adequate funding, a review of the law, opportunities for professional growth, administrative support, and tools for implementing inclusive education and minimizing teachers' burnout. Lastly, the output of this study, "EmpowerEND: Enhancing Inclusive Education Practices for Student Success Strategic Intervention Plan", can be utilized to enhance the teachers' knowledge and skills by providing them with specialized support and focused professional development.

Chapter 4

OUTPUT OF THE STUDY

This chapter covered the output of the study and provided an answer to the question of what strategic intervention plan can be proposed. This plan aimed to strengthen the knowledge and abilities of teachers in managing inclusive education.

STRATEGIC INTERVENTION PLAN

Rationale

The Philippines has been proactively putting a variety of initiatives and programs into practice to support inclusive education. The program "Inclusive Education for All" is an endeavor that seeks to improve the capacity of teachers, parents, and school administrators to successfully attend to the various needs of students. In 2019, the Department of Education (DepEd) issued DepEd Order No. 21, which is entitled "Policy Guidelines on the K to 12 Basic Education Program" and includes a policy framework for inclusive education. The framework aspires to ensure that every Filipino has access to a high-quality, equitable, and inclusive education that is culturally relevant and covers all necessary areas.

Saloviita (2020) claimed that teachers' positive attitudes toward inclusive education are essential for its effective implementation. Thus, the study highlights the importance of tackling and resolving teachers' attitudes and burnout towards inclusive education to maximize students' learnings. The strategic intervention plan entitled ""EmpowerEND: Enhancing Inclusive Education Practices for Student Success" intends to equip educators with the tools they need to successfully deal with the challenges of inclusive educational settings, thereby fostering student success and well-being. This strategic plan is based on legal provisions such as RA 4670 "Magna Carta for Public School Teachers," which protects educators' rights and welfare, and DO No. 42, s. 2017 "National Adoption and Implementation of The Philippine Professional Standards," which sets standards for teacher professionalism and excellence. This strategic intervention plan will give teachers the knowledge and abilities they need to increase their efficacy. This means that enhancing teachers' efficacy for inclusive practices is likely to shift their attitudes in a positive direction (Savolainen, Malinen, & Schwab, 2020), leading to positive attitudes towards inclusion and less burnout among teachers.

Objectives

The objectives of this ""EmpowerEND: Enhancing Inclusive Education Practices for Student Success Strategic Intervention Plan" are to improve teachers' attitudes towards inclusive education, to address the sources of burnout among teachers in inclusive settings, and to establish strategies for teachers' mental health and resiliency in inclusive classrooms.

Scheme of Implementation

The purpose of the implementation strategy is to make the process of understanding and carrying out the Strategic Intervention Plan easier.

The strategic intervention plan, titled "EmpowerEND: Enhancing Inclusive Education Practices for Student Success," would include workshops, support networks, and specialized professional development programs designed to address teachers' attitudes and burnout in inclusive

environments. The implementation plan will include both collaborative projects and chances for continuous learning, which will help to create a culture of continuous improvement and support for educators. In keeping with the main objectives of the research on teachers' attitudes and burnout in inclusive classrooms, the strategic intervention plan attempts to provide inclusive environments that put an emphasis on the success and well-being of students.

A copy of the proposed strategic intervention plan will be distributed to school administrators and faculty members at Babag National High School-Senior High School in order to discuss the benefits and drawbacks of implementing this plan with general education teachers. Following the implementation, an evaluation will take place.

STRATEGIC INTERVENTION PLAN

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
A. Enhancing Inclusive Education Programs	To strengthen inclusive education initiatives	Provide tools and activities for teachers to use in remediation and enhancement. Assign teachers with experience in special education to teach inclusive classes. Arrange seminars and workshops for teachers managing inclusive classes. Encourage division-level benchmarking and training in SPED schools to support inclusive education for teachers.	School Administrators and Faculty Members	65,000	School MOOE, LGU, Parent Association, SSG funding	S.Y. 2024-2025	Enhanced inclusive education programs	Assign teachers with experience in special education to teach inclusive classrooms. Plan conferences and training sessions for teachers managing inclusive classrooms. Give teachers remediation and enrichment activities. Encourage training and benchmarking for inclusive education in SPED schools.	
B. Promoting Collaboration in Inclusive Practices	To promote collaboration between teachers in	Organize collaborative meetings between administrators and	School Administrators and Faculty Members	10,000	School MOOE, LGU, Parent	S.Y 2024-2025	Improved cooperation and teamwork in	Administrators and teachers in general education	

	order to implement successful inclusive practices	general education teachers. Create peer support groups where best practices for inclusive education setup can be shared. Promote team-teaching strategies for inclusive classrooms.			Association, SSG funding		inclusive practices	to collaborate in meetings. Peer support networks for inclusive education best practices Strategies of team teaching for inclusive education.
C. Honing Knowledge on Inclusive Education	To broaden the understanding of inclusive education among educators	Organize training sessions and seminars on inclusive education. Motivate educators to pursue further special education coursework. Provide resources to educators who show promise in the field of special education. Teach educators how to incorporate successful inclusive classroom techniques.	School Administrators and Faculty Members	20,000	School MOOE, LGU, Parent Association, SSG funding	S.Y 2024-2025	Enhanced knowledge about inclusive education among teachers.	Seminars, Training Sessions, Inclusive Education Further Studies, Special Education Resources, Potential, Special Education Effective Strategies, Inclusive Classrooms
D. Improving Skills for Inclusive Education	To improve teachers' proficiency in	Provide training sessions on varied teaching practices for	School Administrators and Faculty Members	25,000	School MOOE, LGU, Parent	S.Y 2024-2025	Developed skills of teachers in	Various Instructional Approaches for Inclusion

		inclusion during LAC sessions. Class observations shall be conducted by the principal or instructional supervisors at the school level with regard to differentiated and individualized instruction. Collaborate with SPED teachers in other schools to establish evaluation methods for students with special educational needs if none are available at the current school.			Association, SSG funding		inclusive education	Observational Methods for Customized and Differentiated Education Techniques of Assessment for Pupils with Special Education Needs Collaboration with SPED Teachers to Promote Inclusive Education.
	inclusive education							
E. Supporting Teacher Well- Being in Inclusive Settings	To improve teacher well-being in inclusive environments.	Establish support networks and well-being initiatives for educators managing inclusive classrooms;-Hold frequent check-ins and feedback sessions to address burnout factors;-Offer tools for stress reduction and self-care techniques	School Administrators and Faculty Members	35,000	School MOOE, LGU, Parent Association, SSG funding	S.Y 2024-2025	Enhanced teachers' wel-lbeing in inclusive setup.	Programs for Teachers' Well-Being in Inclusive Classrooms Frequent Evaluations and Discussions to Handle Burnout Resources for Self-Care Activities and Stress Management

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