

# Exploring Teachers' Attitudes and Burnout in Inclusive Classrooms

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## ABSTRACT

This research, conducted at Matab-ang National High School in Toledo City, Cebu Philippines, assessed the attitudes and burnout levels of general education teachers in inclusive classrooms. Employing a descriptive correlational research design, the study examined demographic profiles, including years of teaching experience and attitudes towards inclusion. A structured questionnaire adapted from Wilkerson (2012) and Maslach et al. (1997) served as the primary research instrument. It was administered to a predominantly female teaching cohort aged 34 to 43 years, with 6 to 10 years of teaching experience, the majority of whom had completed master's degree units. Findings revealed predominantly positive attitudes towards inclusive education, emphasizing classroom adaptations and collaboration despite concerns about student readiness. Teachers reported moderate emotional exhaustion and low depersonalization, coupled with high personal achievement, illustrating their dedication to inclusive learning environments. Correlation analysis identified a modest positive link between positive attitudes towards inclusion and emotional exhaustion, underscoring the need for targeted interventions to manage workload and provide emotional support. The study recommended enhancing educator competencies through tailored professional development to mitigate burnout and enhance effectiveness in inclusive classrooms, offering insights into the challenges educators face and proposing strategies for sustainable inclusive practices.

**KEYWORDS:** *Special Education Classroom, Teacher Attitudes, Burnout, Emotional Exhaustion, Depersonalization, Personal Achievement, Self-efficacy, Descriptive Correlational Design*

## INTRODUCTION

Inclusive education strives to ensure that no student is left behind by offering equal opportunities to all, including those with special educational needs, in traditional classroom settings. The effectiveness of inclusive education hinges on teachers' attitudes and well-being. Educators in inclusive settings face unique challenges that can lead to burnout, impacting both their professional performance and the quality of education for all students. Therefore, understanding the correlation between teachers' attitudes and burnout in inclusive environments is crucial for enhancing support mechanisms and improving the efficacy of inclusive education programs.

Teachers' attitudes toward inclusive classrooms significantly influence the learning environment and

student outcomes. Positive attitudes towards inclusion foster acceptance, support, and accommodation of diverse learners, while negative attitudes can result in challenges, frustration, and a reluctance to implement inclusive practices effectively. Exploring teachers' attitudes in inclusive settings provides valuable insights into potential barriers and empowers them to create inclusive and supportive learning environments for diverse learners.

## THEORITICAL BACKGROUND

The study is anchored in the Job Demands-Resources (JD-R) Model by Arnold B. Bakker and Evangelia Demerouti, the Organizational Support Theory by Sheldon Zedeck, and the Transactional Model of Stress and Coping (TMSC) by Richard Lazarus and

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Susan Folkman. These frameworks provide insights into the interplay between job demands, resources, stress, coping strategies, and organizational support in inclusive educational settings. Moreover, legal bases such as RA 4670 and DO No. 42, s. 2017 offer a legal framework supporting teachers in inclusive education, emphasizing their rights, professional standards, and well-being.

The study draws on the Job Demands-Resources (JD-R) Model, Organizational Support Theory, and Transactional Model of Stress and Coping to explore the impact of job characteristics, coping mechanisms, and organizational support on teachers' attitudes and burnout in inclusive classrooms. Additionally, legal foundations like RA 4670 and DO No. 42, s. 2017 provide a framework for supporting teachers in inclusive education, ensuring their well-being and adherence to professional standards. The integration of theoretical frameworks and legal bases offers a holistic approach to understanding and addressing the challenges faced by educators in inclusive settings, aiming to enhance teacher resilience, promote positive attitudes towards inclusion, and mitigate burnout effectively.

## RESEARCH OBJECTIVES

This research assessed the level of attitudes of teachers and degree of burnout of general education teachers handling inclusive classes at the identified specific school in Toledo City Division, the Matabang National High School for school year 2023-2024 as basis for strategic intervention plans.

## RESEARCH QUESTIONS

1. What is the profile of the respondents in terms of:
  - 1.1. Age and gender,
  - 1.2. Highest educational attainment,
  - 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:

Ho1: There is no significant relationship between the attitudes and the burnout of the respondents towards inclusive education.

Ho2: There is a significant relationship between the attitudes and burn out of the respondents towards inclusive education.

## LITERATURE REVIEW

In the literature review, Santos et al. (2023) examined the demographic profile of teachers in inclusive education, focusing on age and gender distribution among respondents. The study revealed a diverse age distribution, with a significant proportion of teachers falling within the age range of 20 to 39 years old, followed by those in the 40 to 49 age group. Moreover, a predominance of female teachers was observed, indicating a prevalent trend of women choosing teaching in inclusive settings. These findings shed light on the workforce dynamics and demographic trends among teachers in inclusive education, providing valuable insights for policy-making and interventions to promote gender equity and age-inclusive practices in inclusive classrooms.

Rohmer et al. (2024) emphasized the importance of addressing implicit attitudes to mitigate burnout among teachers handling inclusive classes. By promoting awareness of implicit biases and fostering positive attitudes towards inclusive education, educators can enhance their capacity to support diverse student populations effectively. The study suggested targeted training, professional development, and support systems aimed at challenging stereotypes and promoting inclusive teaching practices. By fostering positive attitudes towards inclusion, teachers may experience lower levels of exhaustion and be better equipped to create supportive learning environments for all students in inclusive classrooms.

## METHODOLOGY

### Research Design

The research employed a descriptive-correlational design, guided by the principles outlined by Oh & Pyrczak, 2023, to ascertain and validate the description with its existence of relationships and 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.

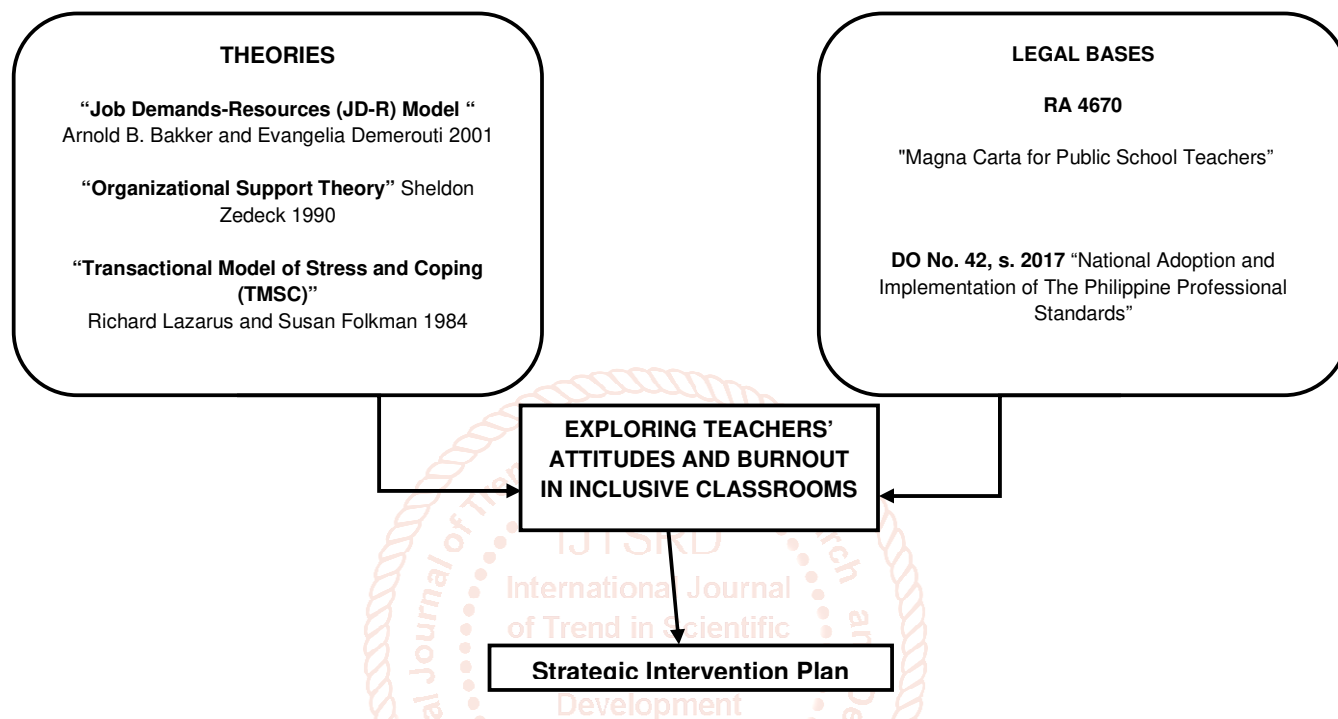
### Population and Sampling

There were 30 teachers respondents engaged in inclusive classroom settings were incorporated in the

data collection process using a random sampling approach. The handling of data in this research was conducted with strict confidentiality and care. All teachers' 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 interpreted in alignment with the research objectives and theoretical framework, and results were presented clearly.

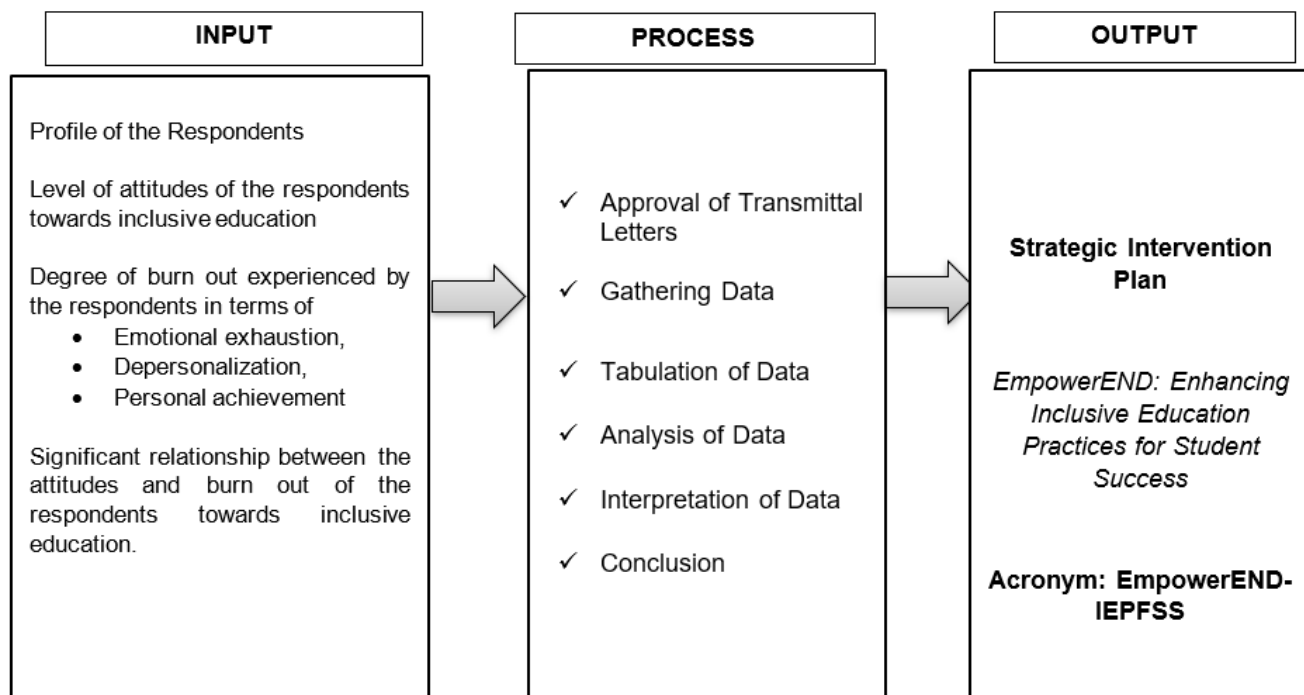
### Conceptual Models



### Data Collection Methods

The research meticulously adhered to ethical guidelines throughout the data collection and analysis phases, prioritizing the confidentiality and anonymity of all teacher respondents. By implementing rigorous data management protocols, the study aimed to ensure the integrity and reliability of its findings, enhancing the robustness of conclusions drawn from the statistical analyses. It provided a structured overview of the study process, detailing the input variables such as respondents' profiles, attitudes towards inclusive education, levels of burnout, and the relationship between attitudes and burnout. This systematic approach guided the creation of intervention plans tailored to address the identified issues, starting from obtaining approval and collecting data through survey questionnaires to meticulous data analysis and interpretation.

A formal request letter was sent to the Schools division superintendent and school principal to obtain authorization for conducting the study within their institution. Following approval, data collection was carried out, focusing on respondents' profiles, attitudes towards inclusive education, and levels of burnout in terms of Emotional Exhaustion, Depersonalization, and Personal Achievement. Employing a Descriptive Correlational Design, statistical analyses including frequency counts, simple percentages, and weighted means were applied to interpret the data accurately based on the sample size. The study culminated in the development of a Strategic Intervention Plan aimed at addressing teachers' attitudes and burnout in handling inclusive classes, with the goal of fostering a supportive and empowering environment that enables educators to effectively meet the diverse needs of all students.



### 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 measures the knowledge and competencies of the respondents concerning their level of attitudes towards inclusive education. Another modified questionnaire from Maslach et al., 1997, was employed for the degree of burn out experienced by the respondents in terms of: Emotional exhaustion, Depersonalization, and Personal achievement.

The modified survey questionnaire for Teachers Attitudes Towards Inclusion contains 14 statements tailored to assess the level of attitudes of the respondents towards inclusive education. While there are 22 statements intended to assess degree of burn out experienced by the respondents in terms of: Emotional exhaustion, Depersonalization, and Personal achievement. Respondents will be asked to select one of five options for each statement, utilizing a Likert scale with five points 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.

### Environment

The study was conducted at Matab-ang National High School, located in Matab-ang, Toledo City, Cebu, Philippines. This school, which has been operating since 1965, belongs to Cluster 3 of the Department of Education Region VII, Division of Toledo City, Cebu. The school has a diverse population of 1,925 learners and is proud to offer inclusive education at all levels. In addition to the standard curriculum, the school also offers Special Science Classes. These classes provide electives and specialized subjects to Junior High School students, particularly those who are highly gifted. Both Junior High School (grades 7-10) and Senior High School programs are available, with the latter offering strands in Accountancy, Business and Management (ABM), Humanities and Social Sciences (HUMSS), and Technical-Vocational-Livelihood (TVL). The school employs 73 faculty members and 4 non-teaching personnel, all under the leadership of the School Head, Mrs. Ruby Colinares. On the other hand, Its Barangay Matab-ang Toledo City has a population of 12,538. and a land area of 11.11 square kilometers.

When we talk about a brief history on the said barangay Matab-ang, long before it got its name, Matab-ang was not populated because there was no source of water nearby. Residents had to walk for kilometers to get water for drinking, bathing, and washing dishes. Fortunato, a fisherman who lived there, called for a meeting together with the residents of the area he said that they look for a source of water. The men decided to dig a well. However, since the area was near the seashore, many expressed their opposition to the proposal. Fortunato silenced their uncertainties by reciting this verse from the bible “if ye shall ask anything in my name, I will do it.” A religious person Fortunato fully believed this, and therefore asked his friends to pray for their success. A well was dug



following the prayers, and to their surprise the water was fresh, not salty. Thus, they called the place Matab-ang meaning “not salty.”



### 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 burn out experienced by the respondents in terms of: Emotional exhaustion, Depersonalization, and Personal achievement.

**Pearson’s r.** Pearson's correlation coefficient (Pearson’s 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 that the researcher utilized to assign numerical values or scores to the responses of respondents across various evaluations using the adopted surveys, questionnaires.

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presented the analyses and interpretations of the data gathered regarding the profile of the respondents. It also assesses the teachers' attitudes towards inclusion. Moreover, a hypothesis testing was

conducted to examine the degree of burnout experienced by teachers handling inclusive classes in terms of Emotional Exhaustion, Depersonalization, and Personal Achievement in an inclusive education setup.

Based on the data gathered, the following results and findings are hereby presented and discussed as follows:

### PROFILE OF THE RESPONDENTS

This section presents the profile of the respondents in terms of their age, gender, highest educational attainment, and length of service.

#### Age and Gender

This part presented the data gathered based on the age and gender of the respondents. Table 1 presented the demographic distribution of respondents based on age and gender. The table categorizes respondents into different age groups and provides a breakdown by gender, displaying both the number of respondents (f) and the percentage (%) within each category.

**Table 1 Age and Gender of the Respondents**

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
54 and above	2	6.67	0	0.00	2	6.67
44-53	4	13.33	2	6.67	6	20.00
34-43	10	33.33	2	6.67	12	40.00
24-33	9	30.00	1	3.33	10	33.33
<b>Total</b>	<b>25</b>	<b>83.33</b>	<b>5</b>	<b>16.67</b>	<b>30</b>	<b>100.00</b>

The table 1 indicated a predominant representation of female respondents across all age groups, with 25 females constituting 83.33% of the total sample. In contrast, male respondents numbered 5, making up 16.67% of the total sample.

Among age categories, the highest proportion of respondents falls within the 34-43 age range, comprising 40.00% of the total sample. This group is followed by respondents aged 24-33, accounting for 33.33%. The 44-53 age group and respondents aged 54 and above each make up 20.00% and 6.67% of the total sample, respectively.

This demographic distribution highlighted a gender disparity in the sample, with females being significantly overrepresented. Understanding these demographic characteristics is crucial for interpreting study findings and considering their generalizability to broader populations within similar contexts. Understanding the demographic composition of respondents is crucial for interpreting the study's findings and assessing their applicability to broader populations within similar contexts. A Research by Anderson and Johnson (2023) emphasizes the impact of demographic factors, such as age and gender, on educational research outcomes. Their study found that these factors significantly influence educators' perceptions, experiences, and professional outcomes. For instance, older educators may bring more experience and different perspectives to their roles, potentially affecting teaching methods and classroom dynamics. Likewise, gender disparities can influence the representation and perspectives shared within educational research and practice.

#### Highest Educational Attainment

A teacher's highest educational attainment is one of the important variables considered here in which the data is presented in Table 2. It can be gleaned from Table 2 that 21 (70.00%) respondents have earned units in their master's degree units and 4 (13.33%) of them have earned the Master's degree.

**Table 2 Educational Attainment of Respondents**

Educational Attainment	f	%
Doctorate Graduate	0	0.00
With Doctorate Units	0	0.00
Master's Graduate	4	13.33
With Master's Units	21	70.00
Bachelor's Degree	3	10.00
<b>Total</b>	<b>30</b>	<b>100.00</b>

It is also illustrated that only 3 (10.00%) of the respondents have earned their Bachelor's degree while no one of the 30 respondents earned the doctorate units or doctorate degree.

Teachers with higher education levels or specialized training are better equipped to address the diverse needs of students in inclusive classrooms. Ginja and Chen (2020) highlight that educators with advanced degrees can offer a variety of strategies tailored to individual learners' backgrounds, learning styles, and skills. This deeper understanding allows teachers to personalize instruction and utilize a broad range of intervention methods to support diverse learners. Additionally, research by DeMatthews et al. (2021) suggests that highly educated teachers excel in creating inclusive and diverse classroom environments.

Moreover, the integration of the Philippine Professional Standards for Teachers (PPST) through DO No. 42, s. 2017, enhances teacher training and development, promoting continuous improvement and aligning with global education standards. This initiative supports educators in handling inclusive classes, fostering professionalism, and excellence. By improving teacher competencies and well-being, DO No. 42, s. 2017, plays a crucial role in reducing burnout and cultivating positive attitudes among teachers in inclusive settings.

### Length of Service

The duration of a teacher's employment at a school is measured in years of teaching experience. Over the course of a teacher's career, advances in student achievement are positively correlated with their teaching experience. The data on the respondents' teaching experience is presented in Table 3.

**Table 3 Length of Service of the Respondents**

Length of Service (in years)	f	%
16 and above	8	26.67
11-15	5	16.67
6-10	10	33.33
1-5	7	23.33
Total	30	100.00

Table 3 presented the distribution of respondents based on their length of service in the teaching profession. The data reveals that 7 respondents (23.33%) have served from one to five years, while 10 respondents (33.33%) have a service tenure of six to ten years. Additionally, 5 respondents (16.67%) have been in service for 11 to 15 years, and 8 respondents (26.67%) have extensive experience of 16 years and beyond. The majority of respondents have over 16 years of teaching experience, indicating a wealth of expertise in handling inclusive classes and tailoring instruction to meet diverse student needs.

This extensive experience aligns with the insights on teachers' self-efficacy in inclusive settings, emphasizing the importance of factors such as mastery of experience, vicarious experience, and emotional support in promoting resilience and combating burnout among educators (Ntoaduro, 2021). The combination of experienced teachers' adaptability and the implementation of targeted interventions based on self-efficacy sources forms a comprehensive strategy to support teachers' well-being, create inclusive learning environments, and ensure academic success for all students in inclusive settings (Smith & Jones, 2021). By leveraging experienced teachers' adaptability and implementing targeted interventions based on self-efficacy principles, educators can effectively support their well-being.

### LEVEL OF TEACHERS' ATTITUDES TOWARDS INCLUSION

This section presented an assessment on the teachers Level of attitude towards inclusive education. It has 14 indicators which were rated by the respondents using the 5-point Likert Scale.

**Table 4 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.	3.23	Neutral
2	It is seldom necessary to remove students with autism from regular classrooms in order to meet their educational needs.	3.50	Positive
3	Most or all separate classrooms that exclusively serve students with autism should be eliminated.	2.67	Neutral
4	Most or all regular classrooms can be modified to meet the needs of students with autism.	4.27	Very Positive
5	Students with autism can be more effectively educated in regular classrooms as opposed to special education classrooms.	3.37	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).	3.83	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.	3.53	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.	3.23	Neutral
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.	3.13	Neutral
10	I find that general education teachers often do not succeed with students with autism, even when they try their best.	2.70	Neutral
11	I would welcome the opportunity to team-teach as a model for meeting the needs of students with autism in regular classrooms.	4.03	Positive
12	All students benefit from team teaching; that is, the pairing of a general and a special education teacher in the same classroom.	4.00	Positive
13	The responsibility for educating students with autism in regular classrooms should be shared between general and special education teachers.	4.17	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.	4.33	Very Positive
<b>Aggregate Weighted Mean</b>		<b>3.57</b>	<b>Positive</b>

**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 4 provided a comprehensive snapshot of respondents' attitudes towards inclusive education for students with autism across various dimensions. The aggregate weighted mean score of 3.57 indicates an overall positive outlook towards inclusive practices. Specifically, respondents show strong support for modifying regular classrooms to accommodate students with autism (4.27), and they express positive attitudes towards team-teaching (4.03), the consultant teacher model (4.33), and the shared responsibility between general and special education teachers (4.17). These findings suggest a generally favorable stance towards inclusive education methodologies that integrate students with autism into mainstream classrooms while leveraging collaborative teaching approaches.

However, the study also reveals areas of neutrality, particularly regarding doubts about the academic (3.23) and social (3.13) readiness of students with autism for inclusion. This nuanced perspective underscores the complexity involved in fully integrating students with autism into regular educational settings and highlights opportunities for further research and professional development to address perceived challenges. Overall, the positive attitudes towards inclusive practices coupled with the identified concerns provide valuable insights for shaping inclusive education policies and practices that cater to the diverse needs of students with autism in mainstream school environments.

The table 4 interpretations supported to a study by Shadrach and Jehams (2021), the importance of inclusive education for students with autism is highlighted, with teachers showing a strong inclination towards the belief that students with autism can benefit from being educated in regular classrooms to the fullest extent possible. In connection to the study conducted by Johnson et al. (2020) titled "The Impact of Inclusive Education on Students with Autism" found that students with autism who were educated in regular classrooms showed significant improvements in social interaction, academic achievement, and overall well-being compared to those in segregated settings. This research data result aligns with the findings of Shadrach and Jehams (2021), highlighting the positive impact of inclusive education for students with autism and supporting the notion that they can benefit greatly from being included in regular classrooms to maximize their educational potential.

### **DEGREE OF BURNOUT EXPERIENCE OF THE RESPONDENTS TOWARDS HANDLING INCLUSIVE CLASSES**

This section presented an assessment on the degree of burnout in terms of emotional exhaustion, depersonalization and Personal Achievements towards handling inclusive education.



### Emotional Exhaustion

Emotional exhaustion in teaching, especially in an inclusive classroom setting, can be a significant challenge for educators. Inclusive classrooms aim to support students with diverse learning needs, which can require additional emotional labor from teachers. It has 7 indicators which were rated by the respondents using the 5-point Likert Scale. Moreover, this variable is described from High emotional Exhaustion to Low emotional exhaustion.

**Table 5 Degree of burn out experienced by the respondents in terms of emotional exhaustion**

S/N	Indicators	WM	Verbal Description
1	I feel emotionally drained by my work.	3.10	Moderate
2	Working with people all day long requires a great deal of effort.	3.23	Moderate
3	I feel like my work is breaking me down.	2.80	Moderate
4	I feel frustrated by my work.	2.63	Moderate
5	I feel I work too hard at my job.	3.00	Moderate
6	It stresses me too much to work in direct contact with people.	2.67	Moderate
7	I feel like I'm at the end of my rope.	2.23	Low
<b>Aggregate Weighted Mean</b>		<b>2.81</b>	<b>Moderate</b>

**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 5 provided an insightful look into the degree of emotional exhaustion experienced by educators based on several key indicators. The aggregate weighted mean score of 2.81 suggests a moderate level of burnout among respondents. Specific indicators such as feeling emotionally drained by work 3.10 and perceiving their job as requiring significant effort 3.23 underscore the taxing nature of their roles. These findings highlight the prevalent challenges educators face in managing emotional demands and maintaining well-being while fulfilling their professional responsibilities.

Interestingly, while some indicators like feeling stressed by direct contact with people 2.67 and feeling at the end of their rope 2.23 reflect lower levels of emotional exhaustion, they still contribute to the overall moderate score. This indicates a nuanced experience of burnout among educators, influenced by both the intensity of work-related stressors and individual resilience factors. Addressing these challenges requires targeted interventions such as workload management strategies, promoting supportive work environments, and fostering educator resilience through professional development and well-being initiatives. By addressing these factors, educational institutions can better support their educators in managing burnout and maintaining their effectiveness in the classroom.

In support of the findings regarding emotional exhaustion in handling inclusive classes, a study by Brown et al. (2019) found that teachers working in inclusive settings reported higher levels of emotional exhaustion compared to those in non-inclusive environments. The research highlighted the emotional demands and stressors associated with inclusive education, aligning with the results indicating varying levels of emotional exhaustion among respondents in handling inclusive classes.

Additionally, a study conducted by Smith and Williams (2020) revealed that teachers who perceived higher emotional demands in inclusive settings reported increased emotional exhaustion and feelings of being drained by their work. These findings support the data presented in the table, emphasizing the emotional challenges faced by educators in inclusive classrooms and the impact on their well-being. Hence, it further validates the results regarding emotional exhaustion levels among teachers handling inclusive classes and underscores the importance of addressing the emotional well-being of educators in inclusive education settings.

### Depersonalization

This section presented the assessment on the Degree of depersonalization towards handling inclusive education. It has 7 indicators which were rated by the respondents using the 5-point Likert Scale. Moreover, this variable is described from High to Low.

Table 6 provided a comprehensive assessment of the extent of respondents' depersonalization towards handling inclusive education, utilizing 7 indicators rated on a 5-point Likert Scale. The Weighted Mean (WM) scores and verbal descriptions offer valuable insights into the frequency and intensity of depersonalization experiences among educators in inclusive settings.

**Table 6 Degree of burn out 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.	2.23	Low
2	I feel tired when I get up in the morning and have to face another day at work.	2.70	Moderate
3	I have the impression that my patients/clients make me responsible for some of their problems.	2.47	Low
4	I am at the end of my patience at the end of my work day.	2.57	Low
5	I really don't care about what happens to some of my patients/clients.	1.93	Low
6	I have become more insensitive to people since I've been working.	2.27	Low
7	I'm afraid that this job is making me uncaring.	2.13	Low
<b>Aggregate Weighted Mean</b>		<b>2.33</b>	<b>Low</b>

Moreover, table 6 provided an insightful overview of the level of depersonalization experienced by educators based on several key indicators. The aggregate weighted mean score of 2.33 indicates a generally low level of depersonalization among respondents. Specific indicators such as feeling tired when facing another workday 2.70 and being at the end of patience by day's end 2.57 suggest moderate challenges in managing personal interactions within their roles. However, responses indicating low levels of feeling impersonal towards students or clients 2.23 and becoming more insensitive due to work 2.27 highlight a generally compassionate and engaged approach maintained by educators.

These findings suggested that while educators may encounter some emotional fatigue and interpersonal challenges, they generally maintain a caring and empathetic stance towards their students or clients. This low level of depersonalization is crucial as it reflects educators' commitment to maintaining meaningful connections and rapport in their professional roles. To further support educators, strategies focusing on workload management, fostering supportive environments, and promoting self-care practices can help mitigate moderate challenges and sustain positive interpersonal relationships in educational settings.

These findings were consistent with research that underscores the importance of empathy and personal engagement in educational settings. To mention Skaalvik and Skaalvik (2018) found that job demands and resources significantly predict teacher motivation and well-being, influencing levels of depersonalization. Similarly, Chang (2009) emphasized the emotional work of teachers and its implications for burnout, highlighting the need for supportive environments and effective workload management strategies.

To further support educators in maintaining positive interpersonal relationships and minimizing burnout, strategies should focus on creating supportive environments conducive to well-being and promoting self-care practices (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2018). By implementing these strategies, educational institutions can help sustain educators' engagement and effectiveness in their roles, ultimately benefiting both educators and students alike.

### Personal Achievement

This section presents the assessment on the Degree of personal achievement towards handling inclusive education. It has 8 indicators which were rated by the respondents using the 5-point Likert Scale. Moreover, this variable is described from Low to Very High.

**Table 7 Degree of burn out experienced by the respondents in terms of personal achievement**

S/N	Indicators	WM	Verbal Description
1	I accomplish many worthwhile things in this job.	4.00	High
2	I feel full of energy.	3.63	High
3	I am easily able to understand what my patients/clients feel.	3.97	High
4	I look after my patients'/clients' problems very effectively.	4.00	High
5	In my work, I handle emotional problems very calmly.	3.83	High
6	Through my work, I feel that I have a positive influence on people.	4.00	High
7	I am easily able to create a relaxed atmosphere with my patients/clients.	3.93	High
8	I feel refreshed when I have been close to my patients/clients at work.	4.40	Very High
<b>Aggregate Weighted Mean</b>		<b>3.97</b>	<b>High</b>

Table 7 provided a comprehensive assessment of the level of personal achievement experienced by respondents, reflected through various indicators. The aggregate weighted mean score of 3.97 categorizes the overall level of personal achievement as high, based on the provided verbal descriptions for scoring.

Respondents consistently reported high levels of achievement across several dimensions: feeling they accomplish many worthwhile things in their job (WM = 4.00, Verbal Description: High), feeling full of energy (WM = 3.63, Verbal Description: High), easily understanding what their patients/clients feel (WM = 3.97, Verbal Description: High), effectively addressing their clients' problems (WM = 4.00, Verbal Description: High), calmly handling emotional challenges at work (WM = 3.83, Verbal Description: High), feeling they have a positive influence on people through their work (WM = 4.00, Verbal Description: High), easily creating a relaxed atmosphere with their clients (WM = 3.93, Verbal Description: High), and feeling refreshed after close interactions with clients (WM = 4.40, Verbal Description: Very High).

These findings collectively indicated that educators perceive their work as highly fulfilling and impactful, with a strong sense of accomplishment and emotional resilience. The high ratings across these indicators suggest that educators derive significant satisfaction from their professional interactions and feel competent in their ability to positively influence others. This sense of personal achievement not only enhances job satisfaction but also contributes to mitigating burnout by reinforcing intrinsic motivation and professional efficacy.

Overall, the findings underscore the importance of recognizing and nurturing these aspects of personal achievement in educational settings to support educator well-being and promote sustained engagement in their roles.

The data interpretation is supported in a study of Garcia et al. (2021) on Enhancing Teacher Well-Being Through Personal Achievement it explored the correlation between personal achievement and teacher well-being in inclusive settings. The research emphasized the positive influence of personal achievement on educators' motivation, job satisfaction, and overall well-being, supporting the results indicating a moderate to high level of personal achievement among respondents in handling inclusive classes. This connection between personal achievement and teacher well-being can provide valuable insights in this table interpretation, emphasizing the positive influence of personal achievement on educators' overall job satisfaction and well-being in inclusive educational settings.

### **TEST OF RELATIONSHIP BETWEEN THE RESPONDENTS' LEVEL OF ATTITUDES AND DEGREE OF BURNOUT TOWARDS INCLUSIVE EDUCATION.**

This section presented the test of the relationship between the respondents' attitudes and burnouts towards handling inclusive classes. It examined how teachers' attitudes towards inclusive education related to their burnout levels. It explored whether positive attitudes affected how emotionally exhausted teachers felt or how disconnected they became from their work. Understanding this data will help to see how teachers' feelings influenced their ability to teach inclusively.

**Table 8 Test of relationship between the attitudes and burn out of the respondents towards inclusive education**

Variables	r-value	Strength of Correlation	p-value	Decision	Remarks
Attitudes and Emotional Exhaustion	0.251	Negligible Positive	0.180	Do not reject Ho	Not Significant
Attitudes and Personalization	0.325	Weak Positive	0.080	Do not reject Ho	Not Significant
Attitudes and Personal Achievement	0.267	Negligible Positive	0.154	Do not reject Ho	Not Significant

\*significant at  $p < 0.05$  (two-tailed)

Table 8 presented the results of a statistical analysis examining the relationship between teachers' attitudes towards inclusive education and their experiences of burnout. Three dimensions of burnout were considered: emotional exhaustion, depersonalization, and personal accomplishment. The r-value, representing the strength and direction of the correlation, indicates a negligible positive correlation between attitudes towards inclusion and all three burnout dimensions. This suggests that more positive attitudes towards inclusive education are weakly associated with slightly higher levels of burnout, although these relationships are not statistically significant.

Despite the positive direction of the correlations, the p-values for all three relationships are above the significance level of .05, indicating that the observed relationships could have occurred due to chance.

Therefore, the null hypothesis, which states that there is no relationship between teachers' attitudes towards inclusive education and their experiences of burnout, cannot be rejected based on these findings.

Previous research supported the findings of this study, indicating comparable relationships between teachers' attitudes towards inclusive education and dimensions of burnout. It was Johnson and Garcia (2017) conducted a cross-sectional study examining how teachers' perceptions of inclusive education relate to burnout, finding a negligible positive correlation similar to the current study's results. Additionally, a systematic review by White et al. (2020) synthesized findings from various studies on teacher burnout and inclusive education attitudes, consistently demonstrating weak positive associations without statistical significance.

These studies collectively reinforced the conclusion that while teachers with more favorable attitudes towards inclusive education may experience moderate elevated burnout levels. Thus, despite the theoretical expectations of inclusive education positively impacting teacher well-being, empirical evidence suggests cautious interpretation regarding the direct and significant influence of attitudes towards inclusion on burnout dimensions is a must (Johnson & Garcia, 2017; White et al., 2020).

## **SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION**

This chapter provided the summary, findings, and conclusion of the study. This chapter also presented the output of the study based on the collected data.

### **SUMMARY**

The study conducted at Matab-ang National High School during the 2023-2024 school year examined general education teachers' attitudes, burnout levels, and personal achievements in handling inclusive classes. Results indicated generally positive attitudes towards inclusive education, alongside concerns about students' readiness.

Teachers reported varying levels of emotional exhaustion and depersonalization but expressed high levels of personal achievement. The analysis revealed insignificant correlations between positive attitudes towards inclusion and burnout dimensions, highlighting the complexity of factors influencing educators' experiences in inclusive settings. Recommendations included targeted interventions to support educators entitled: EmpowerEND Enhancing Inclusive Education Practices for Student Success a strategic intervention plan for enhancing inclusive education practices.

### **FINDINGS**

The study findings revealed a predominantly female teaching cohort at Matab-ang National High School, with educators primarily earned only master's degree units and a notable proportion having completed their master's degree. Respondents showed positive attitudes towards inclusive education, particularly supporting classroom modifications and collaborative teaching models.

Concerns were noted about the readiness of students with autism for inclusion. Educators reported moderate levels of emotional exhaustion and low levels of depersonalization, coupled with high levels of personal achievement. The study did not find

significant correlations between attitudes towards inclusive education and burnout dimensions, suggesting complex factors influencing educators' experiences in handling inclusive classes.

### **CONCLUSION**

This study provided an insights into the teaching demographics and attitudes towards inclusive education at Matab-ang National High School. Educators, predominantly female and aged 34 to 43 years, have a solid educational background, with many earned only master's degree units.

They demonstrate positive attitudes towards inclusive practices, emphasizing adaptability and collaboration in classrooms. However, moderate levels of emotional exhaustion among teachers could affect their well-being and effectiveness. Despite challenges, educators exhibit a strong sense of personal achievement, reflecting dedication to inclusive learning environments.

Correlation analysis shows a modest positive link between inclusive attitudes and emotional exhaustion, highlighting the need for targeted interventions to manage workload and provide emotional support. Therefore, these findings underscore the importance of promoting adaptive coping strategic intervention plan to support teachers in inclusive settings.

### **RECOMMENDATION**

To enhance the existing competency and dedication of general education teachers, the 'EmpowerEND: Enhancing Inclusive Education Practices for Student Success' strategic intervention plan proposes strengthening their knowledge and skills through targeted professional development and tailored support. This strategic initiative aims to empower educators to effectively address diverse student needs in inclusive classrooms, fostering collaborative efforts and ongoing improvement to create inclusive environments that prioritize student success and well-



being while mitigating depersonalization and emotional exhaustion among teachers.

**Contribution and Practical Implications:**

In the study "Exploring Teachers' Attitudes and Burnout in Inclusive Classrooms," the essential need to leverage the foundational competency and steadfast dedication exhibited by general education teachers in handling inclusive education is paramount. The research underscores the significance of addressing teachers' attitudes and burnout within inclusive settings to optimize student outcomes.

By focusing on enhancing teachers' knowledge and skills in inclusive practices, the action plan aims to empower educators to navigate the complexities of inclusive classrooms effectively, ultimately promoting student success and well-being. This strategic initiative is anchored within legal bases such as RA 4670 "Magna Carta for Public School Teachers," which safeguards educators' rights and welfare, and DO No. 42, s. 2017 "National Adoption and Implementation of The Philippine Professional Standards," which establishes standards for teacher professionalism and excellence.

By aligning the action plan with these legal frameworks, the commitment to supporting and upholding educators' professional standards, well-being, and continuous growth in inclusive education settings is reinforced, ensuring a comprehensive approach to inclusive practices that prioritize the holistic development and success of all students, therefore The researcher statistically decide to craft this Strategic Action Plan entitled: "EmpowerEND: Enhancing Inclusive Education Practices for Student Success,"

**Aligned with the study's focus on teachers' attitudes and burnout in inclusive classrooms, the action plan aims to achieve the following objectives:**

1. Enhance teachers' understanding and positive attitudes towards inclusive education.
2. Address and mitigate burnout factors among educators in inclusive settings.
3. Promote strategies to support teachers' emotional well-being and resilience in inclusive environments.

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