

Exploring Teachers' Attitudes and Burnout in Inclusive Classrooms

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Abstract: This research, conducted at Cebu Technological University Main Campus in Cebu, Philippines, focused on exploring the attitudes and burnout levels of general education teachers in managing inclusive classrooms at Bato National High School. Using a descriptive correlational design, the study surveyed 41 teacher respondents to assess their profiles, attitudes towards inclusion, and levels of burnout. The results highlighted a predominance of female teachers with master's degree units and varied teaching experience. While the teacher respondents exhibited strong positive attitudes towards inclusive education, the study also revealed notably high levels of emotional exhaustion and moderate depersonalization, despite their frequent experiences of personal achievement. An interesting finding was the statistically significant relationship identified between teachers' attitudes towards inclusive education and their levels of emotional burnout. In light of these results, the research aims to address crucial professional development aspects by enhancing teachers' comprehension and positive outlook towards inclusive education. The proposed strategies include mitigating burnout factors through targeted activities for professional development and the establishment of supportive systems within schools.

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

1. Introduction

Inclusive education aims to provide equal educational opportunities for all students, including those with special needs, within traditional classroom settings. The success of inclusive education relies heavily on the attitudes and well-being of teachers. Educators in inclusive environments encounter distinct challenges that may lead to burnout, affecting their professional performance and the overall quality of education for students. Therefore, understanding the connection between teachers' attitudes and burnout in inclusive settings is vital for enhancing support systems and optimizing the effectiveness of inclusive education programs.

The attitudes of teachers towards inclusive classrooms play a significant role in shaping the learning environment and student outcomes. Positive attitudes promote acceptance, support, and accommodation of diverse learners, while negative attitudes can present obstacles, frustration, and hinder effective implementation of inclusive practices. Examining teachers' attitudes within inclusive settings offers valuable insights into potential obstacles, empowering educators to establish inclusive and supportive learning environments for a diverse student population.

2. Related Works

This study is grounded 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 Susan Folkman. These frameworks

offer valuable insights into how job demands, resources, stress, coping strategies, and organizational support interact in inclusive educational settings. Furthermore, legal statutes such as RA 4670 and DO No. 42, s. 2017 provide a legal foundation that supports teachers in inclusive education, emphasizing their rights, professional standards, and well-being.

By leveraging the Job Demands-Resources (JD-R) Model, Organizational Support Theory, and Transactional Model of Stress and Coping, this study delves into the effects of job characteristics, coping strategies, and organizational support on teachers' attitudes and burnout in inclusive classrooms. Additionally, legal frameworks like RA 4670 and DO No. 42, s. 2017 establish guidelines for supporting teachers in inclusive education, ensuring their well-being and adherence to professional norms. The integration of theoretical frameworks and legal provisions offers a comprehensive approach to comprehending and addressing the challenges encountered by educators in inclusive environments. This approach aims to enhance teacher resilience, cultivate positive attitudes towards inclusion, and effectively alleviate burnout.

3. Literature Review

Santos et al. (2023) explored the demographic characteristics of teachers in inclusive education, focusing on age and gender distribution. The research highlighted a varied age distribution, with a notable presence of teachers aged between 20 and 39 years, followed by those in the 40 to 49 age bracket. Additionally, a predominance of female educators was noted, indicating a common preference for

women in inclusive teaching roles. These findings offer valuable insights into the workforce composition and demographic patterns of teachers in inclusive education, informing potential policy adjustments and interventions to promote gender equality and age-inclusive practices in inclusive classrooms.

Rohmer et al. (2024) underscored the significance of addressing implicit attitudes to alleviate burnout among teachers managing inclusive classes. By raising awareness of implicit biases and fostering positive perspectives on inclusive education, educators can enhance their ability to effectively support diverse student groups. The study recommended tailored training, professional growth opportunities, and supportive structures to challenge stereotypes and advance inclusive teaching approaches. By cultivating favourable attitudes towards inclusion, teachers may experience reduced exhaustion levels and be better prepared to establish nurturing learning environments for all students within inclusive classrooms.

4. Research Objectives

This study investigated the attitudes towards inclusion and burnout levels of general education teachers at Bato National High School in Toledo City during the 2023-2024 school year. The findings will be used to develop intervention plans that are aimed at supporting these teachers.

Specifically, it sought to answer the following questions:

4.1 Statement of the Problem

1. What are the characteristics of the teacher respondents in terms?

of:

- 1.1 Age and gender,
- 1.2 Highest level of educational attainment, and
- 1.3 Length of service in the teaching profession?

2. How do the teacher respondents perceive inclusive education?

To what extent do the teacher respondents experience burnout in terms of:

- 3.1 Emotional exhaustion,
- 3.2 Depersonalization, and
- 3.3 Personal achievement?

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

5. What immediate interventions can be formulated based on the findings of the study?

4.2 Statement of the Null Hypothesis

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 the burnout of the respondents towards inclusive education.

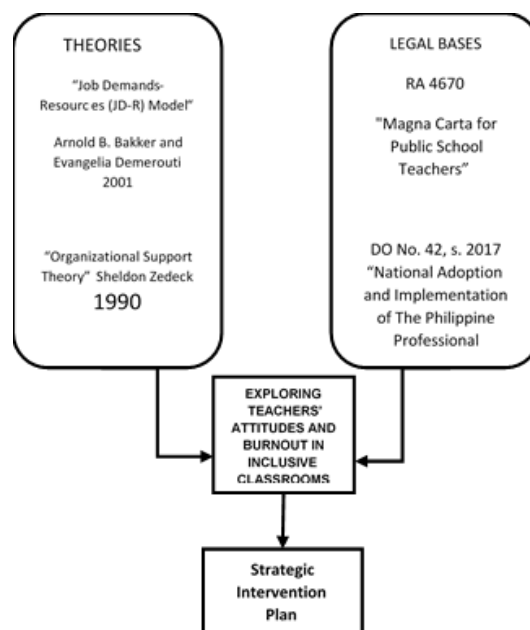
5. Research Methodology

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.

5.1 Population and Sampling

There were 41 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.

6. Conceptual Models



7. 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.

7.1 Research Flow

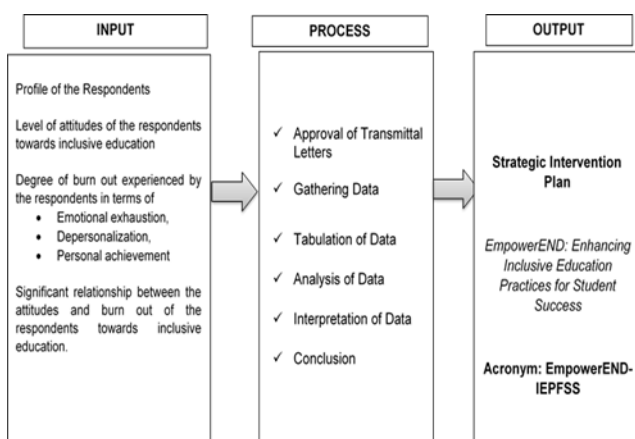


Figure 3
Map of the Research Environment

7.2 Instrument

In this research, we used a modified questionnaire created by Wilkerson in 2012 to collect information. This questionnaire focused on gathering data related to "Teachers' Attitudes Towards Inclusion." It aimed to understand the knowledge and skills of the participants regarding their attitudes towards inclusive education. Additionally, we utilized an adjusted survey from Maslach et al. in 1997 to gauge the level of burnout experienced by the participants in terms of Emotional Exhaustion, Depersonalization, and Personal Achievement. The questionnaire for assessing Teachers' Attitudes Towards Inclusion consisted of 14 statements tailored to evaluate the respondents' attitudes towards inclusive education. For measuring burnout, there were 22 statements addressing Emotional Exhaustion, Depersonalization, and Personal Achievement. Participants were required to choose one of five options for each statement using a Likert scale with five points to indicate their level of agreement. All data collected adhered strictly to the regulations outlined in the Data Privacy Act, ensuring the utmost confidentiality of the gathered information.

8. Environment

The study was conducted at Bato National High School, located in Bato, Toledo City, Cebu, Philippines. This school, which has been operating since 1969, belongs to Cluster 1 of the Department of Education Region VII, Division of Toledo City, Cebu. The school has a diverse population of 1,556 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 elective 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 78 faculty members and 5 non-teaching personnel, all under the leadership of the School Head, Mrs. Mafe Sala Ponting.

On the other hand, Barangay Bato, Toledo City has a population of

9, 041 and a land area of 8.10 square kilometers.

8.1 Map of the Research Environment



9. Statistical Treatment of Data

The study employed the Frequency Count method to determine the frequency of specific units in particular variables.

Simple Percentage calculations were used to assess the percentage of teachers' responses to profile variables.

The **Weighted Mean approach** helped understand the average relationship between teachers' attitudes towards inclusive education and the level of burnout they experienced, focusing on Emotional Exhaustion, Depersonalization, and Personal Achievement.

Pearson's Correlation Coefficient (Pearson's r) was utilized to assess the strength and direction of the linear relationship between variables, providing insights into the connections among the different factors studied.

The **scoring procedure** involved a systematic approach to assign numerical values or scores to the participants' responses across various assessments using the surveys and questionnaires adopted, aiding in quantifying and analysing the data effectively for drawing meaningful conclusions and recommendations.

10. 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:

10.1 Profile of the Respondents

10.1.1 Age and Gender

This part presented the data gathered based on the age and gender of the respondents. Table 1

Table 1
Age and Gender of the Respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
55 and above	2	4.88	0	0.00	2	4.88
45-54	2	4.88	0	0.00	2	4.88
35-44	9	21.95	1	2.44	10	24.39
25-34	22	53.66	5	12.20	27	65.85
Total	35	85.37	6	14.63	41	100.00

Table 1 displays the demographic breakdown of the 41 respondents in the study. Of the participants, 85.35% were female, while 14.63% were male. In terms of age distribution, 65.85% fell between 25-34 years, 24.39% were aged 35-44, 4.88% were aged 45-54, and another 4.88% were 55 years and above.

The predominance of female teachers aligns with the traditional association of women with the teaching profession, attributed to nurturing qualities. Female educators often create inclusive and supportive learning environments, leading to lower behavioural issues, higher academic achievement, and increased student engagement.

Research, such as Santos et al. (2023), supports the demographic trends observed in Table 1. This study provides valuable insights for inclusive education

initiatives, emphasizing gender equity, age-inclusive practices, and tailored support strategies for a diverse workforce in inclusive educational environments. Understanding age and gender diversity is crucial for fostering inclusive practices and supporting teachers effectively.

10.1.2 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.

Educational Attainment	f	%
Doctorate Degree	1	2.44
With Doctorate Units	1	2.44
Master's Graduate	5	12.20
With Master's Units	27	65.85
Bachelor's Degree	7	17.07
Total	41	100.00

Table 2 reveals that among the respondents, 65.85% have earned units towards their master's degree, while 12.20% have completed their master's degree. Additionally, 17.07% have obtained their bachelor's degree, with 2.44% earning doctorate units and another 2.44% holding a doctorate degree.

Educators with advanced degrees are better prepared to cater to the diverse needs of students in inclusive classrooms. Studies by Ginja and Chen (2020) highlight that teachers with higher education levels can provide tailored strategies for individual learners, enhancing personalized instruction and intervention methods. Research by DeMatthews et al. (2021) suggests that highly educated teachers excel in creating inclusive classroom environments.

The integration of the Philippine Professional Standards for Teachers (PPST) through Department Order No. 42, series of 2017, enhances teacher training and aligns with global education standards. This initiative supports educators in managing inclusive classes, promoting professionalism, continuous improvement, and excellence. By boosting teacher competencies and well-being, DO No. 42, s. 2017, plays a vital role in reducing burnout and fostering positive attitudes among teachers in inclusive settings.

10.1.3 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.

Length of Service (in years)	f	%
16 and above	5	12.20
11-15	5	12.20
6-10	17	41.46
1-5	14	34.15
Total	41	100.00

Table 3 illustrates the distribution of respondents based on their length of service in the teaching profession. 34.15% of respondents have served from one to five years, while 41.46% have six to ten years of experience. Additionally, 12.20% have been in service for 11 to 15 years, and another 12.20% have over 16 years of experience.

The majority of respondents have six to ten years of teaching experience, signalling a need for increased expertise in handling inclusive classes and catering to diverse student needs. Research on teachers' self-efficacy in inclusive settings, such as Ntoaduro (2021), emphasizes the significance of mastery of experience, vicarious experience, and emotional support in promoting resilience and combating burnout among educators. Combining experienced teachers' adaptability with targeted interventions based on self-efficacy sources, as outlined by Smith & Jones (2021), offers a comprehensive strategy to support teacher well-being, create inclusive learning environments, and ensure academic success for all students in inclusive settings.

10.1.4 Teachers Attitudes towards Inclusion

This section presents 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.

The table presents teachers' attitudes towards inclusive education, with 14 key indicators rated on a 5-point Likert Scale. Weighted mean scores range from 2.17 to 4.15, indicating responses from Neutral to Positive.

Results show a neutral agreement among teachers on various aspects of inclusive education, particularly for students with autism. Indicators 1, 3, 5, and 10 received neutral scores, while indicators 2, 4, 6, 7, 8, 9, 11, 12, 13, and 14 scored positively, indicating room for improvement in certain areas related to inclusive education for students with autism.

The overall neutral sentiment towards inclusive education is reinforced by an aggregate weighted mean of 3.37. Studies by Shadrach and Jehams (2021) and Johnson et al. (2020) underscore the importance and positive impact of inclusive

education for students with autism, suggesting that educating them in regular classrooms can enhance social interaction, academic achievement, and overall well-being.

Table 4
Level of attitudes of the respondents towards inclusive education

SN	Indicators	WM	Verbal Description
1	All students with autism should be fully educated in regular classrooms with non-handicapped peers possible.	2.63	Neutral
2	It is seldom necessary to remove students with autism from regular classrooms to meet their educational needs.	3.49	Positive
3	Most or all separate classrooms that exclusively serve students with autism should be eliminated.	2.17	Neutral
4	Most or all regular classrooms can be modified to meet the needs of students with autism.	3.73	Positive
5	Students with autism can be more effectively educated in regular classrooms as opposed to special education classrooms.	2.49	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).	3.46	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.	3.63	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.	3.46	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.	3.44	Positive
10	I find that general education teachers often fail with students with autism, even when they try their best.	3.20	Neutral
11	I would welcome the opportunity to team-teach as a model for meeting the needs of students with autism in regular classrooms.	3.78	Positive
12	All students benefit from team teaching, that is, the pairing of a general and a special education teacher in the same classroom.	3.76	Positive
13	The responsibility for educating students with autism in regular classrooms should be shared between general and special education teachers.	3.78	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.	4.15	Positive
Aggregate Weighted Mean		3.37	Neutral

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

10.1.5 Degree of burnout experienced by the respondents in terms of emotional exhaustion

This section presents an assessment on the degree of burnout experienced by respondents in terms of emotional exhaustion 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 Very High to Very Low.

Table 5
Degree of burnout experienced by the respondents in terms of emotional exhaustion

SN	Indicators	WM	Verbal Description
1	I feel emotionally drained by my work.	3.07	Moderate
2	Working with people all day long requires a great deal of effort.	3.00	Moderate
3	I feel like my work is breaking me down.	2.80	Moderate
4	I feel frustrated by my work.	2.59	Moderate
5	I feel I work too hard at my job.	2.68	Moderate
6	It stresses me too much to work in direct contact with people.	2.51	Low
7	I feel like I'm at the end of my rope.	2.27	Low
Aggregate Weighted Mean		2.70	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
Degree of burnout experienced by the respondents in terms of depersonalization

SN	Indicators	WM	Verbal Description
1	I feel I look after certain patients/clients impersonally, as if they are objects.	1.93	Low
2	I feel tired when I get up in the morning and must face another day at work.	2.93	Moderate
3	I have the impression that my patients/clients make me responsible for some of their problems.	2.44	Low
4	I am at the end of my patience at the end of my workday.	2.49	Low
5	I really don't care about what happens to some of my patients/clients.	1.88	Low
6	I have become more insensitive to people since I've been working.	2.10	Low
7	I'm afraid that this job is making me uncaring.	1.73	Very Low
Aggregate Weighted Mean		2.21	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

When table 5 presents a comprehensive evaluation of the extent of respondents' degree of burnout experienced in terms of emotional exhaustion when handling inclusive classes, focusing on 7 key indicators rated using a 5-point Likert Scale. The weighted mean scores range from 2.27 to 3.07, indicating a spectrum of emotional exhaustion levels from Low to Moderate.

The data reveals that indicators 1,2,3,4, and 5 received high weighted mean scores of 3.07, 3.00, 2.80, 2.59, and 2.68, respectively, suggesting Moderate degree of burnout experienced in terms of Emotional Exhaustion among respondents. These indicators reflect feelings of being emotionally drained by work and the significant effort required when working with people, highlighting the intense emotional demands associated with handling inclusive classes.

Indicators 6 and 7 received the lowest weighted mean score of 2.51 and 2.27, indicating a Low Degree of burnout experienced in terms of emotional exhaustion. This indicator reflects respondents feeling like they are at the end of their rope, suggesting a lower level of emotional exhaustion compared to the other indicators.

The verbal descriptions associated with each indicator provide a nuanced understanding of the emotional experiences of teachers in handling inclusive classes, ranging from Low to Moderate degree of burn out experienced in terms of emotional exhaustion. The data highlights the varying emotional challenges faced by educators in inclusive education settings, shedding light on the complexities of their work environment and the impact on their emotional well-being.

In support by research conducted by Brown et al. (2019) titled "The Impact of Inclusive Education on Teacher Well-Being" found that teachers working in inclusive settings reported higher levels of emotional exhaustion compared to those in non-inclusive environments, highlighting the emotional demands and stressors associated with inclusive education. This aligns with the findings indicating varying levels of emotional exhaustion among respondents in handling inclusive classes.

Further supporting these findings, Smith and Williams (2020) in their study on "Teacher Burnout in Inclusive Classrooms" 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 emphasize the emotional challenges faced by educators in inclusive classrooms and the impact on their well-being.

By integrating these studies into the interpretation of the data, 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.

10.1.6 Degree of burnout experienced by the respondents in terms of depersonalization

Table 6
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.	1.93	Low
2	I feel tired when I get up in the morning and must face another day at work.	2.93	Moderate
3	I have the impression that my patients/clients make me responsible for some of their problems.	2.44	Low
4	I am at the end of my patience at the end of my workday.	2.49	Low
5	I really don't care about what happens to some of my patients/clients.	1.88	Low
6	I have become more insensitive to people since I've been working.	2.10	Low
7	I'm afraid that this job is making me uncaring.	1.73	Very Low
Aggregate Weighted Mean		2.21	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 6 assesses respondents' levels of depersonalization towards handling inclusive education using 7 indicators on a 5-point Likert

Scale. The Weighted Mean (WM) scores offer insights into the frequency and intensity of depersonalization experiences among educators in inclusive settings.

Results show varying levels of depersonalization, with indicators like feeling tired in the morning and assuming responsibility for learners' personal problems scoring high, indicating frequent experiences. Conversely, indicators related to insensitivity and fear of becoming uncaring scored lower, suggesting occasional depersonalization.

The Level of Depersonalization Weighted Mean of 2.21 indicates that, on average, respondents experience depersonalization at a low level, occurring occasionally in their interactions with inclusive classes. This underscores the emotional challenges educators face and the importance of addressing depersonalization to enhance education quality.

Supporting these findings, a study by Schulze-Hagenest (2023) highlighted the link between depersonalization and emotional exhaustion among educators in inclusive settings. Addressing depersonalization is crucial for reducing emotional strain and improving teacher well-being, aligning with the assessment results on depersonalization in inclusive education.

10.1.7 Degree of burnout experienced by the respondents in terms of personal achievement

This section presents an assessment on the degree of burnout experienced in terms of personal achievement 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 Most of the time to Never.

Table 7
Degree of burnout experienced by the respondents in terms of personal achievement

S/N	Indicators	WM	Verbal Description
1	I accomplish many worthwhile things in this job.	4.10	High
2	I feel full of energy.	3.49	High
3	I am easily able to understand what my patients/clients feel.	3.78	High
4	I look after my patients'/clients' problems very effectively.	3.61	High
5	In my work, I handle emotional problems very calmly.	3.71	High
6	Through my work, I feel that I have a positive influence on people.	3.71	High
7	I am easily able to create a relaxed atmosphere with my patients/clients.	3.78	High
8	I feel refreshed when I have been close to my patients/clients at work.	4.20	High
Aggregate Weighted Mean		3.80	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 7 presents an assessment of the degree of burnout experienced in terms of personal achievement towards handling inclusive education, with 8 indicators rated by respondents using a 5-point Likert Scale. The Weighted Mean (WM) scores and verbal descriptions provide insights into the frequency and intensity of personal achievement experiences among educators in inclusive settings.

The data reveals a unified degree of personal achievement levels among respondents across the indicators.

The Level of Personal Achievement Weighted Mean of 3.80 indicates that, on average, respondents experience personal achievement "High" in handling inclusive classes. This suggests a high level of personal achievement among educators, reflecting their positive impact and effectiveness in managing inclusive education.

These also in connection to the study conducted by Garcia et al. (2021) focusing on "Enhancing Teacher Well-Being through Personal Achievement" provides support for the data interpretation. This research delved into the relationship between personal achievement and teacher well-being within inclusive settings. It highlighted the positive impact of personal achievement on educators' motivation, job satisfaction, and overall well-being, aligning with the results that indicated a moderate to high level of personal achievement among participants handling inclusive classes. This correlation between personal achievement and teacher well-being offers valuable insights for interpreting the data, underscoring how personal achievement positively influences educators' job satisfaction and well-being in inclusive educational environments.

10.1.8 Summary of Degree of Burnout

This section presents the summary on the degree of burnout experienced by the respondents towards handling inclusive classes.

Table 8
Summary on the degree of burnout experienced by the respondents

Components	WM	Verbal Description
Emotional Exhaustion	2.70	Moderate
Depersonalization	2.21	Low
Personal Achievement	3.80	High
Grand Mean	2.90	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

The analysis of burnout levels among respondents, as depicted in Table 8, reveals diverse experiences across different components of burnout. According to the findings, respondents reported a moderate level of emotional exhaustion, with a weighted mean (WM) of 2.70. Depersonalization was rated low, with a WM of 2.21. Conversely, respondents demonstrated a high level of personal achievement, as reflected by a WM of 3.80. The grand mean of 2.90 indicates that, on average, respondents experienced a moderate degree of burnout. In summary, while emotional exhaustion and overall burnout were moderate, depersonalization was low, and personal achievement was high among the respondents.

The results align with previous studies on burnout and teacher well-being, as highlighted by Smith and Williams (2020) and Garcia et al. (2021), emphasizing the importance of personal achievement in enhancing teacher motivation

Moreover, these findings underscore the significance of addressing emotional exhaustion and promoting personal achievement to mitigate burnout and enhance teacher well-being in inclusive educational environments. The moderate levels of emotional exhaustion, coupled with high personal achievement, suggest a complex interplay of factors influencing educators' experiences in handling inclusive classes. This highlights the need for targeted support strategies focusing on emotional well-being and professional fulfilment to create a conducive and supportive work environment for teachers in inclusive settings' and job satisfaction in inclusive educational settings.

10.1.9 Test of relationship between the attitudes and burnout of the respondents towards inclusive education

This section presents the test of the relationship between the attitudes and burnout of the respondents towards inclusive education.

Table 9 presents the test of the relationship between the attitudes of respondents and their burnout levels towards inclusive education. The analysis reveals that there is a weak positive correlation (R-value = 0.327) between attitudes and emotional exhaustion, with a p-value of 0.037. This result is significant, leading to the rejection of the null hypothesis

(Ho). In contrast, the correlation between attitudes and depersonalization is negligible positive (R-value = 0.154) with a p-value of 0.337, which is not significant, so the null hypothesis is not rejected. Similarly, the correlation between attitudes and personal achievement is negligible positive (R-value = 0.175) with a p-value of 0.275, which is also not significant, leading to the null hypothesis not being rejected.

Table 9
Test of relationship between the attitudes and burnout of the respondents towards inclusive education

Variables	r-value	Strength of Correlation	p - value	Decision	Remark
Attitudes and Emotional Exhaustion	0.327*	Weak Positive	0.037	Reject Ho	Significa
Attitudes and Personalization	0.154	Negligible Positive	0.337	Do not reject Ho	Not Significa
Attitudes and Personal Achievement	0.175	Negligible Positive	0.275	Do not reject Ho	Not Significa

*Significant at p<0.05 (two-tailed)

In summary, there is a significant weak positive correlation between attitudes and emotional exhaustion, whereas the correlations between attitudes and both depersonalization and personal achievement are negligible and not significant.

The data interpretation aligns with the findings of Subramanian and Manickaraj (2019), emphasizing the crucial role of teachers' knowledge and skills in inclusive education. Effective pedagogical practices that cater to individual student needs are essential for successful inclusive classrooms. This aligns with research by Crispel & Kasperski (2021) and Mpu & Adu (2021) which demonstrated a strong correlation between well-prepared teachers and enhanced student performance in inclusive settings.

While knowledge and skills are crucial, a positive attitude towards inclusion, belief in students' potential, and adaptability are equally essential components for establishing a supportive and inclusive learning environment where all students can thrive (Cerna et al., 2021). 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. This study underscores the importance of teachers' psychological well-being and how 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.

Moreover, the findings of this study align with a growing body of research that emphasizes the importance of teacher well-being and professional development in supporting

inclusive education. Studies by various researchers have shown that teachers who feel supported and equipped with the necessary knowledge and skills are more likely to embrace inclusive practices and report higher levels of job satisfaction and lower levels of burnout. Specifically, collaborative learning environments have been highlighted as crucial in creating a supportive school culture where teachers can share best practices, seek guidance from colleagues, and engage in professional development activities related to inclusive education. Targeted professional development programs play a significant role in equipping teachers with the skills needed to navigate the challenges of inclusive classrooms, such as managing diverse learning needs and implementing differentiated instruction. Additionally, providing emotional support and well-being resources, such as mental health services and stress management techniques, can help address the emotional demands and potential for burnout associated with inclusive education.

11. Summary

This research, conducted at Bato National High School in Toledo City Division for the 2023-2024 school year, examines the intersection of teachers' attitudes and burnout in inclusive classroom environments to inform the development of a proposed InclusiveEd: Advancing Inclusive Education Strategies for Student Achievement plan. Employing a descriptive correlational research design, the study surveyed 41 teachers, assessing their attitudes towards inclusion and their levels of burnout in emotional exhaustion, depersonalization, and personal growth when handling inclusive classes. A profile of the respondents was also gathered to supplement the data and provide a deeper understanding of the results. Data analysis involved frequency counts and percentages to describe the respondents' profiles, while weighted means were used to describe their attitudes and burnout levels. Pearson's r was utilized to test the relationship between attitude and burnout. The findings of this study served as the foundation for crafting the proposed.

12. Findings

The study findings reveal a predominantly female teaching force at Bato National High School, with a significant percentage of respondents falling within the 25-34 age range. The educational attainment of the teachers primarily includes master's degree units, with a smaller percentage having completed their master's degree. In terms of teaching experience, a notable percentage of respondents have served for 6-10 years, showing a blend of expertise levels. Importantly, the respondents demonstrated high levels of knowledge and skills in handling inclusive classes, indicating a strong foundation in inclusive education practices. The hypothesis testing confirmed that there is a significant weak positive correlation between attitudes and

emotional exhaustion, whereas the correlations between attitudes and both depersonalization and personal achievement are negligible and not significant.

13. Conclusion

The general education teachers at Bato National High School exhibit a strong foundation and dedication towards handling inclusive education. Most respondents possess advanced educational qualifications and diverse teaching specializations, highlighting their competency in inclusive practices. The reported high levels of knowledge and skills affirm their ability to effectively navigate inclusive classrooms, reinforcing their commitment to fostering inclusive learning environments.

In conclusion, the study revealed that there is a significant weak positive correlation between the respondents' level of attitude and degree of burnout in emotional exhaustion. This finding underscores the importance of addressing burnout and promoting adaptive coping strategies to support teachers in inclusive settings.

14. Recommendation

To boost the skills and commitment of general education teachers, the Strategic Intervention Plan: "Advancing Inclusive Education Strategies for Student Achievement". This plan recommends enriching their knowledge and abilities through targeted professional development and personalized support. This strategic initiative aims to prepare educators to address the diverse needs of students in inclusive classrooms effectively. By encouraging collaboration and continuous improvement, the plan seeks to develop inclusive environments that prioritize student success and well-being while alleviating teachers' emotional exhaustion.

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Author contributions

In the study on "Exploring Teachers' Attitudes and Burnout in Inclusive Classrooms," **Maria Katrina S. Macapaz**: spearheaded the conceptualization and methodology, while

focusing on the field study, data visualization, investigation, and strategic plan development. **Charissa A. Bubuli**: specialized in data curation, original draft writing, validation, field study participation, and review/editing tasks. **May Pearl P. Nuñal** contributed significantly to conceptualization, methodology design, field study execution, data visualization, investigation, and strategic plan conceptualization. **Iwo Milanie G. Alpuerto**: managed data curation, original draft preparation, validation, field study coordination, and review/editing responsibilities. **Ariane S. Caalaman**: was involved in conceptualization, methodology structuring, field study implementation, data visualization, investigation, and strategic plan collaboration. **Angelica Mendez Ramos**: focused on data curation, original draft writing, validation of research outcomes, field study involvement, and review/editing tasks, covering various aspects from theoretical foundations to survey questionnaire development, data collection, tallying, interpretation, and strategic planning.

Conflicts of interest

The authors declare no conflicts of interest.

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