

Experiences and Challenges of Teachers in Handling Learner with Intellectual Disability During Covid-19 Pandemic

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Abstract

This study delved into the list of significant challenges that teachers were experiencing in handling ID learners. It employed a qualitative method in gathering data on teachers-participants' experiences and challenges. A total of 20 teachers were selected using a convenient purposive sampling as the participants. The findings of this study revealed that teacher participants have observed and experienced multifaceted scenarios and difficulties during the COVID-19 pandemic. The data showed the existence of the challenges based on DepEd support, the lack of governmental provision of devices to aid learning, the limited learning experience, and instructional time that affect the learner's personality, social orientations, and performance due to the absence of direct instruction. Likewise, the study concluded that the COVID-19 pandemic has affected and brought challenges to teachers and learners and has created the failure of support from the DepEd and the government. It conveyed the importance of parental support without the teacher's direct instruction. Hence, it is recommended that schools enhance teacher training, prioritize face-to-face instruction, strengthen parental support, increase resource allocation, promote inclusive practices, and conduct further research on effective strategies.

Keywords: Special Education, intellectual disability, inclusive education, challenges

1. Introduction

Learning new ideas, behaviors, skills, values, attitudes, and preferences is crucial for individuals with special needs, specifically those with intellectual disabilities (ID) (Molina Roldán et al., 2021), where addressing concrete and hands-on learning tasks and multi-modal are essential factors. Learners with ID perform well with hands-on or direct instruction (Bruno et al., 2020) to maximize attaining their goals to attend school, socialize, perform tasks, live, and work independently. Unfortunately, the COVID-19 pandemic has affected learners with ID's usual pattern of learning and attaining goals (Khasawneh, 2021).

Despite the pandemic, the Department of Education (DepEd) implemented a new learning modality to continue the education and learning process of the vast population of learners in public schools nationwide (Carreon & Aquino, 2021). This sudden shift from direct instruction to a modular learning approach has posed significant challenges for learners with ID, their parents, and teachers. The researchers have observed that special and inclusion teachers need help with module preparations, instructional modification design, and effective intervention for each student (Winter, 2006). The current teaching atmosphere has also added physical, mental, and psychological strain to all teachers due to time constraints, overloads, frustrations, stress, and fatigue. The impact of the current instructional platform on teachers' adaptation and recovery process is a key area of interest for this study.

A few months ago, parents and their learners drew personal concerns and doubts regarding the current instructional scenario, the learning plans, the mode and delivery of instruction, adaptation, and related services and support. Teachers have the same sentiments and personal dilemmas. The pandemic has made everything a challenging task to perform and deliver due to the absence of direct instruction and affecting factors absorbed by teachers currently handling learners with ID in all levels of basic education programs. Teachers in the self-contained and inclusion settings have suffered and are on the brink of physical, mental, and psychological outbursts.

Similarly, no transparent positive feedback came from the teacher and student alike regarding overall instructional adaptation and academic progress. On the contrary, initial input through interviews and face-to-

face and online consultations from the teachers revealed that most had expressed hardships and challenges. Amidst the pandemic, the teachers handled learners with disabilities. Furthermore, though they struggled, they applied some modifications and accommodations to their modules. Limiting the modular activities, exercises, assessments, and time extension were all considered. Teachers were planning to have home visitations with the approval of the parents. The challenges are distinct by the absence of face-to-face instruction and other factors unavailable during modular distance learning. With all these, the percentage of helping learners with ID learn and understand the instructional content is minimal.

These researchers wanted to explore and gather data on the challenges experienced by our teachers who have taught learners with ID. This study identified the factors related to their job, mental and physical status, necessities, and other personal concerns. Also, their adaptation and initiative were determined and collected as part of their in-depth preparations for the new normal setting.

Finally, the researchers were optimistic that this specific research study would help teachers in special and general education settings enhance accommodation, modification, learning support, and interventions for all learners with ID. This study will also help educators, administrators, and educational agency heads draft and revise effective programs, aid, and support to resolve the challenges experienced by our teachers during the COVID-19 pandemic.

2. Related Literature and Studies

This study is anchored on the Theory of Mind by David Premack and Guy Woodruff (1978) Social Learning Theory by Albert Bandura (1977), Self-Efficacy Theory by Albert Bandura (1997), and Cognitive Development Theory by Jean Piaget (1936). In addition, the following legal grounds support this: Act of the Republic 7277 known as the Magna Carta for Persons with Disabilities, or the Republic Act 9442, which is an act amending Republic Act No. 7277, also known as Magna Carta for Persons with Disabilities, and Other Purposes; Act of the Republic 10754 or the Extension of Benefits for Persons with Disabilities Law (PWD); and DepEd Order 32, Series of 2020 – Guidelines for the Implementation of Educational Assistance Support Services to Strengthen the Implementation of the Basic Education Continuity Plan during the COVID-19 Pandemic.

The theory of Mind (ToM) is a behavioral pattern commonly found in both neurotypical and atypical individuals that involves the ability to relate mental states such as beliefs, intentions, desires, emotions, and knowledge to oneself or others. It was coined by David Premack and Guy Woodruff. ToM is commonly used in psychology to assess an individual's ability to empathize and understand others.

Social learning theory was formulated and authored by Albert Bandura. It is a theory of learning and social behavior that suggests that new behaviors can be acquired by observing and imitating others (Rumjaun & Narod, 2020). It says that learning is a cognitive process only through observation or direct teaching, even without increasing or strengthening motor skills (Lekova et al., 2024). Bandura (1977) looked into learning processes that occurred in interpersonal contexts that were not adequately explained by operant conditioning theories or existing models of social learning (Resendes et al., 2021).

According to psychologist Albert Bandura, who first introduced the idea, self-efficacy is an individual's assessment of how well or poorly they can handle a particular condition based on their skills and the circumstances they are faced with (Cedeño et al., 2018). Every human endeavor is impacted by self-efficacy. Self-efficacy has a major role in influencing an individual's ability to face challenges competently and their likelihood of making certain decisions by revealing their ideas about their ability to alter situations (Wofford, 2021). These benefits are especially noticeable and persuasive regarding investment practices in agriculture, health, and education (Hayes, 2021).

For Jean Piaget, cognitive development was a gradual re-structure of cognitive processes resulting from biological maturation and environmental experience (Duncan et al., 2021). He believed that children build an understanding of the world around them, experience differences between what they already know and what they find in their environment, and then change their thinking accordingly (Bondar Kakhaki et al., 2021). In addition, Piaget argued that cognitive development is the core of the human organism, and language depends on the knowledge and understanding gained through cognitive development (Llullaku, 2017). Learner-centered classrooms and "open education" directly apply Piaget's insights (Teo, 2021). Despite its enormous success, Piaget's theory has some limitations that Piaget himself acknowledged: for example, the theory supports acute stages instead of continuous development (horizontal and vertical décalage) (Llullaku, 2017; von Thienen et al., 2021).

Republic Act 7277 or the Rehabilitation, Self-Development and Independence and Integration of Persons with Disabilities Act, also known as the Grand Carta of Persons with Disabilities, covers all persons with disabilities and, to the extent provided therein, departments, agencies of the state governmental or non-governmental organizations, and agencies involved in achieving the goals (Aragon Jr, 2017). The following principles are followed when granting rights and privileges to people with disabilities (Jónasdóttir et al., 2020). People with disabilities are part of Philippine society; thus, the Senate fully supports improving the general well-being of people with disabilities and their integration into the mainstream of society (Lim & Wong, 2021). People with disabilities have the same rights as others in order to have an appropriate place in society (Thanathiti, 2019).

Republic Act 10754 is a law that extends benefits and privileges to persons with disabilities (PWD) (WHO, 2020). It is an extension of the Philippine Disability Rights and Privileges Magna Carta. It highlights the basic and social interests and benefits of disabled people (Dianito et al., 2020). PWDs are people with long-term physical, mental, intellectual, or sensory disabilities who, interacting with various obstacles, can be prevented. Their full and effective participation in social life is equal to others (Banas et al., 2019; Saran et al., 2020). An identity card is issued to all disabled people who have a permanent disability from any of the following conditions, namely psychosocial, chronic illness, learning disability, mental health, visual and orthopedic impairments, and speech and hearing disabilities (Dianito et al., 2021).). This applies to persons suffering from disabling diseases resulting from limitations of the person in carrying out daily activities as usually as possible, such as those suffering from dialysis, heart disease, severe cancer and other similar temporary or permanent cases (Hartmann-Boyce et al., 2020).

DepEd Order no. 32, series 2020 or the Guidelines on the Implementation of Learning Support Services to Strengthen the Implementation of the Basic Education Learning Continuum Plan during the COVID-19 Pandemic provides mechanisms, procedures, and standards to guide all DepEd offices and schools, and other stakeholders in the recruitment, selection, and induction of teaching assistants in all public elementary schools, including secondary schools, in 2020-2021. (Datahan, 2020).

3. Purpose of the Study

This study has delved into the list of significant challenges that teachers were experiencing in handling learners with Intellectual Disability during the COVID-19 pandemic in the Division of Cebu City, the school year 2021 – 2022, as the basis for implications for practice. Specifically, it has sought to answer the significant experiences of teachers in handling learners with Intellectual Disability, the significant challenges that have affected the teachers handling learners with Intellectual Disability during the COVID-19 pandemic, and the factors considered to attain a successful implementation of inclusive education.

4. Research Methodology

4.1 Design

This study has employed a qualitative method to gather data on teachers' personal and logical perspectives on experiences and challenges while handling learners with intellectual disabilities during the COVID-19 pandemic in the Division of Cebu City, school year 2021 – 2022.

This research has implied a qualitative analysis based on semi-structured interviews, online consultations, observations, and written surveys. The participants have been selected as special and general education teachers who work with learners with intellectual disabilities in self-contained and/or inclusion settings. The participants have expressed their significant experiences during data gathering (Califf & Brooks, 2020) or obtaining empirical evidence. Empirical evidence is information that verifies the truth (which accurately corresponds to reality) or falsity (inaccuracy) of a claim. This type of evidence is based on observation or experience. Empirical evidence is a result based on phenomena that have been observed and measured. This derives knowledge from real experiences and recorded narratives rather than from mere theoretical perspectives or beliefs. The researchers collected primary data using various methods such as semi-structured interviews, online consultations, direct observations, and written surveys.

4.2 Participants

The researcher meticulously selected the teacher participants based on qualifications, connectivity to the study, and tier using convenient purposive sampling. This thorough process ensures that the participants are

well-suited to provide valuable insights into the experiences of learners with intellectual disabilities during the COVID-19 pandemic.

Twenty (20) teacher-participants were selected and involved in teaching learners with intellectual disabilities in self-contained and general education settings. These teachers were of legal age and teaching and/or working full-time. They had direct instructional connections and/or hands-on involvement with the learners with intellectual disabilities, particularly this school year, 2021-2022.

These teacher-participants comprised ten (10) SpEd teachers and ten (10) general education teachers teaching learners with intellectual disability. These teachers were graduates of education degree programs majoring in SpEd and another field of specialization, with more than three years of teaching experience. Also, these teachers have training and seminars on handling learners with intellectual disabilities in a self-contained and/or an inclusion classroom.

4.3 Instrument

The researchers employed three instruments for data gathering: Informed Consent, a voice recorder, and an Interview Guide.

The self-made panel-approached interview guide consists of three (3) parts. Part 1 dealt with the teacher-respondents' basic personal information. Part 2 dealt with the experiences of the teacher-participants in handling learners with intellectual disabilities in the aspect of responses to delivery of instruction, language and communication, social adaptation and difficulty, and learning and school. The last part dealt with teachers' readiness, instructional needs, health and safety, physical and emotional stability, administrative functions, initiatives, and supports intended for teachers and students.

The researchers organized the interviews and observed interview set-ups and etiquette. They also personally explained confidentiality matters, consent, and evaluation forms. They carefully observed the interviews conducted with the teacher participants. The researcher was the initiator and mediator, making the interviewee feel comfortable throughout the conversation. Lastly, follow-up questions were answered, clarified, and confirmed.

4.4 Data Collection

Gathering of Data. Before the actual interview, the researchers wrote transmittal letters that were noted by the adviser and approved by the Dean of the College of Education. Then, the transmittal letters were forwarded to the Office of the Division Superintendent and to the School Principals for approval to conduct the study. Also, the researchers secured a Certificate of Ethics Review before the interview.

The researcher explained the entire interview proceedings to the teacher-respondents, including the study's details and purpose. Also, the researcher informed the rights of the informants and the obligation of the researcher before and after the conduct of the study.

During the interview, the researcher selected a conducive venue within the participant's house, school, or school vicinity, which made each teacher-participant comfortable while giving accurate and honest responses. After each interview, the researcher ensured that all responses were transcribed and interpreted from the recorder. After the encoding, the researcher asked the assistance of his adviser for data analysis.

Ethical Considerations. All information collected in this study has been treated with utmost confidentiality. The moment the results were made available in the Division Office, the participants or school were never determined and/or identified in any reports. Participation in the study has always been voluntary, and each participant has always had the option to withdraw.

The issue of validity and reliability arises from a need to persuade researchers of the integrity and authenticity of collecting and presenting information and its interpretations.

Thorough literature research has been conducted to ensure the validity and reliability of the questions. Furthermore, the researchers conducted fieldwork observations and interviews, thus verifying and confirming the conclusions indicated in this research study.

Data Privacy. This research followed the mandate of the National Privacy Commission to administer and enforce the Data Protection Act 2012 and to monitor and ensure data protection. The researcher followed the data protection law and adopted generally recognized international principles and standards regarding personal data. Furthermore, the researcher has safeguarded every individual's fundamental human right to privacy while ensuring the free flow of information for continuous innovation,

academic growth, and national development. Also, the researcher has ensured that the personal data accumulated and compiled through government information and communications systems and those from private sectors were secured and protected.

Dependability assured that the future findings and subsequent results of the research study should be consistent and could be repeated. The research has been conducted, analyzed, and presented using standard tools and procedures. Every procedural detail in the study has been reported for future referrals, benchmarking, and inquiry to achieve the same results or compare differences.

The processes mentioned above have affirmed the accuracy of the findings and ensured that all available collected data have supported the findings. All interpretations and conclusions have been examined and determined, supporting and affirming the result.

The researchers provided detailed descriptions of the entire conformability processes or procedures for referral and validation, which has been the researcher's main priority, ensuring a quality and standard-based study.

4.5 Data Analysis

Thematic analysis was utilized to analyze, and cluster interview answers into common themes for interpretation. In this study, a recorded response from interviews was analyzed deductively to obtain discrete results, thus specific and relevant to individual categories. The inspection and analysis of the content were provided through the interview-exhibited data within the content itself.

Thematic code analysis has been used to inspect themes that emerged during interviews. This was to gauge the frequency of themes and the statistical details of users' preference, choice, and comparison in using themes.

The following steps were used in analyzing data:

Transcription was the first step, where the data were transcribed from the tape into the paper. The purpose was to clean and edit the manuscripts by eliminating typographical errors and contradictions; checking and editing were to checking and editing transcripts, preparing data for further analysis; analysis and interpretation categories have been developed, coding and data reduction have been completed, and trends in the data have been identified.

During the process, the researchers took all the collected data, including field notes and transcripts of interviews, and formulated a clear and concrete understanding of the gathered information. The researchers coded the data and conducted a content analysis using identified themes from selected composite words. Then, the findings were generalized, and similarities and differences were identified to allow the development of typologies. Furthermore, they verified the validity of interpretations by reexamination of the transcript; thus, they verified or modified previous hypotheses.

5.0 Results and Discussion

5.1. Challenges of the Teacher-Participants During Covid-19 Pandemic While Using the Modular and the Blended Learning Approaches

This section displays the teachers' narrations about their experiences teaching students with intellectual disabilities during the COVID-19 Pandemic.

Concerning School Functions

This part displays the teachers' responses about their challenges during the COVID-19 pandemic, using modular and blended learning approaches to school functions.

The research participants' first question was about their challenges or difficulties regarding school functions.

Teacher-participant 1 opined that:

“Too much extra paperwork, excess teaching roles and functions. Pressure on modules.”

Teacher-participant 2 uttered that:

“Excessive paperwork and extra loads and functions. Module preparation s took most of my time.”

Teacher-participant 3 explained that:

“Too much extra work and loads. Extra time for module preparations., checking, and reading. Need to provide accommodation for ID learners.”

Teacher-participant 4 divulged that:

“The effects of COVID-19 have limited my capacity to help my kids due to the absence of face-to-face instruction. The modules are not fit for them; I am overloaded and overworked.”

Teacher-participant 5 expressed that:

“Too much paperworks and pressure to deadlines and documents aside from health scare.”

Teacher-participant 6 shared that:

“Overwork, so much extra paperwork and extended job functions, and no support sometimes.”

Teacher-participant 7 revealed that:

“1) Limited support, 2) no proper documentation, 3) extra paperwork.”

Teacher-participant 8 said that:

“Too much paperwork and extra loads. Teachers are exhausted.”

Teacher-participant 9 opined that:

“With modular/blended learning has affected us very badly, overloads or works, and limited support.”

Teacher-participant 10 revealed that:

“The DepEd has given the teachers extra loads, too much paperwork, and extra things to comply.”

Teacher-participant 11 divulged that:

“Too much paperwork, extra loads, and work are piled up. DepEd has never decreased the teachers’ load and job functions.”

Teacher-participant 12 mentioned that:

“As a teacher. I was assigned to have some more paperwork and extra loads. Nodule preparations have put too much pressure and burdens.”

Teacher-participant 13 shared that:

“Too much paperwork and modules have eaten our time and too much pressure.”

Teacher-participant 14 explained that:

“This time of the pandemic, the extra work, and overloads. The module preparation.”

The second question the research participants were asked was about the type of effect these challenges brought. What are the most critical factors that made the adjustment and recovery harder?

Teacher-participant 1 explained that:

“It drains my energy, physically and mentally.”

Teacher-participant 2 said that:

“It bothers me and gives me stress and things to be worried about.”

Teacher-participant 3 divulged that:

“Physically, mentally, and emotionally stressful. I believe that face-to-face is always better.”

Teacher-participant 4 opined that:

“It affected me physically and mentally. The continuous presence of no face-to-face instruction and use of modules.”

Teacher-participant 5 uttered that:

“It bothers me. I am physically, mentally, and psychologically affected.”

Teacher-participant 6 shared that:

“So stressful and tiresome. More on the mental struggle.”

Teacher-participant 7 mentioned that:

“Physically, mentally, and emotionally affected.”

Teacher-participant 8 declared that:

“Mental, Physical, and Psychological.”

Teacher-participant 9 stated that:

“More on mental and physical.”

Teacher-participant 10 declared that:

“These challenges started to affect me mentally, physically, and psychologically.”

Teacher-participant 11 explained that:

“It is more mental and psychological. The stresses also affected our physical being.”

Teacher-participant 12 shared that:

“Physically, I am tired, and mentally, I am stressed.”

Teacher-participant 13 expressed that:

“Mentally stressed-out and do not have so much time for recoupment.”

Teacher-participant 14 uttered that:

“In my case, not that much except mental expression.”

The third question the research participants were asked was whether their implementation of modular distance learning was successful and what made it a failure.

Teacher-participant 1 uttered that:

“No, almost a total failure for learners with ID.”

Teacher-participant 2 said that:

“NO, especially for the ID learners.”

Teacher-participant 3 divulged that:

“Maybe for general setting, but not for learners with intellectual disabilities or special needs.”

Teacher-participant 4 shared that:

“No, not with my ID students. The use of modules don’t fit them.”

Teacher-participant 5 stated that:

“In some areas, YES. But NO in the area of special education.”

Teacher-participant 6 mentioned that:

“NOT for SPED Learners.”

Teacher-participant 7 declared that:

“In some cases, YES, but not for SPED learners.”

Teacher-participant 8 said that:

“I guess. But not for SPED students.”

Teacher-participant 9 opined that:

“I doubt it, I am sure NO.”

Teacher-participant 10 said that:

“Partially YES to the GenEd students, but NOT to ID learners.”

Teacher-participant 11 revealed that:

“I doubt it. We implement the modules, but I believe the modules don’t fit learners with IDs.”

Teacher-participant 12 uttered that:

“I do not think so. It does not seem fit and does not work for students with disabilities.”

Teacher-participant 13 revealed that:

“I am not sure, but I have observed that it’s not working very well for SPED students.”

Teacher-participant 14 opined that:

“I think not; for sure, not effective to ID students.”

The fourth question the research participants were asked was about the challenges they faced and their relationships with their family at home and co-teachers in school.

Teacher-participant 1 opined that:

“It takes so much time and makes me busy.”

Teacher-participant 2 mentioned that:

“I do not have time for them/ I can only spend less due to excessive paperwork.”

Teacher-participant 3 declared that:

“Sometimes affected my time with my family. Instead of spending time with/ them. I used most of my time w/ paper works, module preparations, and others.”

Teacher-participant 4 expressed that:

“Challenges like these used most of my time in school and at home. The challenges add to our daily functions as teachers.”

Teacher-participant 5 stated that:

“The time supposed to be used for my family will be used because of too much paperwork, deadlines, and stress.”

Teacher-participant 6 uttered that:

“I spent too much time for extra work and preparations for extra job functions during a pandemic. Other teachers have the same issues.”

Teacher-participant 7 divulged that:

“Sometimes, I am too busy. I can only limit any quality time for my kids.”

Teacher-participant 8 shared that:

“For real, these affect me emotionally and physically.”

Teacher-participant 9 experienced that:

“Sometimes, No time for family due to busy schedules in module preparations.”

Teacher-participant 10 revealed that:

“This disturbs my job functions. Likewise, I utilized my extra time that was supposed to be used and spent for my family.”

Teacher-participant 11 opined that:

“It has taken extra time supposedly intended for my family.”

Teacher-participant 12 said that:

“Used too much of my time. I was supposed to use it for my family. My co-teachers were busy as well.”

Teacher-participant 13 uttered that:

“These challenges took away some quality time intended for my family.”

Teacher-participant 14 divulged that:

“Time and safety.”

Concerning SpEd- Related Experiences

This part shows data pertaining to the teachers' experiences and challenges in handling learners with intellectual disabilities during the COVID-19 pandemic regarding SpEd.

The first question the research participants were asked was about their well-being in terms of education, training, and accreditation related to the SpEd program.

Teacher-participant 1 divulged that:

“Not equipped. A little.”

Teacher-participant 2 said that:

“No, I am just new to having ID learners.”

Teacher-participant 3 opined that:

“Most likely, I have been a SpEd for quite some time, yet this is the worst year so far.”

Teacher-participant 4 revealed that:

“Partially, not so oriented about SpEd.”

Teacher-participant 5 shared that:

“Not really. I am currently trained but not a SpEd major.”

Teacher-participant 6 uttered that:

“No, I am not a SpEd major.”

Teacher-participant 7 divulged that:

“No, very limited.”

Teacher-participant 8 said that:

“No.”

Teacher-participant 9 expressed that:

“Not that much.”

Teacher-participant 10 stated that:

“Yes, I have been with SpEd programs for quite a while.”

Teacher-participant 11 mentioned that:

“A little. I am oriented with SpEd but not well-trained.”

Teacher-participant 12 declared that:

“I am a trained SpEd teacher but not an expert yet.”

Teacher-participant 13 said that:

“I am not a sped major, so big NO.”

Teacher-participant 14 opined that:

“I was just new to the experiences.”

The second question being asked to the research participants was about their concerns to be addressed about their current status as teachers handling learners with intellectual disabilities.

Teacher-participant 1 opined that:

“Provide quality training related to SpEd. We need to hire more SpEd teachers, and we need support from administrators.”

Teacher-participant 2 said that:

“Yes, more training and advanced studies related to SpEd.”

Teacher-participant 3 revealed that:

“I just wish that DepEd will think of something effective for learners with special needs and the advancement of technology.”

Teacher-participant 4 explained that:

“More training on SpEd and the needed support from the DepEd and administrators.”

Teacher-participant 5 uttered that:

“There should be enough SpEd teachers to help the learners with disabilities. Teachers need some concrete training.”

Teacher-participant 6 divulged that:

“They need to hire more SpEd teachers and should provide support.”

Teacher-participant 7 expressed that:

“a) More training, b) more support needed, and c) Hiring of additional SpEd learners.”

Teacher-participant 8 stated that:

“Learners with ID must be protected and given support.”

Teacher-participant 9 mentioned that:

“I still have difficulty giving what is best for them.”

Teacher-participant 10 declared that:

“Hopefully, the DepEd will look and study what is necessary for SpEd programs. Also, I hope they will start hiring some more SpEd teachers.”

Teacher-participant 11 expressed that:

“I pray that DepEd will provide more training and address the teachers’ problems and challenges.”

Teacher-participant 12 revealed that:

“Hopefully the DepEd will address the teacher’s needs. More teacher and support.”

Teacher-participant 13 said that:

“Would be nice if the DepEd could provide more teachers for IDs.”

Teacher-participant 14 opined that:

“A little.”

The third question the research participants were asked was about their background or knowledge of inclusive education and SPED programs.

Teacher-participant 1 opined that:

“Slight, been too few trainings.”

Teacher-participant 2 uttered that:

“No, just few trainings.”

Teacher-participant 3 divulged that:

“Yes, but not fully used because of limited teacher support. And not that many SpEd Education teachers.”

Teacher-participant 4 expressed that:

“Limited, just acquired some training.”

Teacher-participant 5 stated that:

“I was trained few times before. I am not fully knowledgeable about Inclusive Education.”

Teacher-participant 6 mentioned that:

“We are doing it right now but very ineffective and have too many issues.”

Teacher-participant 7 declared that:

“Yes, but very limited.”

Teacher-participant 8 said that:

"A little, but not an expert."

Teacher-participant 9 opined that:

"I had attended several seminars about it."

Teacher-participant 10 revealed that:

"Yes, but not so concrete."

Teacher-participant 11 shared that:

"Yes, but we are not implementing well the inclusive education. No support and personnel."

Teacher-participant 12 explained that:

"Yes, unfortunately we have not concretely implemented the said program due to lacking of teachers."

Teacher-participant 13 said that:

"A little."

Teacher-participant 14 uttered that:

"No."

The fourth question being asked to the research participants was about their communication with their learners with intellectual disabilities.

Teacher-participant 1 uttered that:

"Yes."

Teacher-participant 2 explained that:

"Yes, some of them can communicate though limited."

Teacher-participant 3 shared that:

"For some of my students. Yes, although we are not socially zinc but I am able to communicate with them most of the time."

Teacher-participant 4 revealed that:

"Partially Yes."

Teacher-participant 5 opined that:

"Yes, using verbal, gestural and sign as necessary."

Teacher-participant 6 said that:

"Yes, the best I can."

Teacher-participant 7 declared that:

"Yes, verbally."

Teacher-participant 8 mentioned that:

"Yes."

Teacher-participant9 stated that:

"Yes."

Teacher-participant 10 divulged that:

“Yes, they can communicate w/ me every now and then.”

Teacher-participant 11 expressed that:

“Yes.”

Teacher-participant 12 uttered that:

“Yes, but only too few of them.”

Teacher-participant 13 mentioned that:

“Yes, text messaging / chat.”

Teacher-participant 14 declared that:

“Yes, written and chat.”

The fifth question being asked to the research participants was about their reasons considered as critical to the success or failure of the SpEd programs.

Teacher-participant 1 declared that:

“Lacked of SpEd teachers, lacked of support from Admin. Need for quality training.”

Teacher-participant 2 said that:

“Yes, lacking SpEd teachers, implementation of SpEd and inclusive education program must be carefully planned.”

Teacher-participant 3 opined that:

“Yes, there is no concrete plans for SpEd programs especially during the pandemic. Not that many trainings and the limited hiring of SpEd teachers.”

Teacher-participant 4 revealed that:

“Limited or lacked of SpEd teachers, lacking resources and manpower for inclusive education programs.”

Teacher-participant 5 shared that:

“Lacking of SpEd teachers. GenEd teachers are not SpEd majors. No support from DepEd or Division Office. Many lapses in SpEd implementation.”

Teacher-participant 6 explained that:

“Lacking/No SpEd teachers, no proper organizations/lacking training and support.”

Teacher-participant 7 uttered that:

“Yes, there is a must for all top agencies to hire SpEd teachers.”

Teacher-participant 8 divulged that:

“Lacking teachers, many vacant spaces are intended for students shall be provided with support personnel.”

Teacher-participant 9 expressed that:

“I believed, the lack of SpEd teachers and well trained and SpEd oriented teachers have made huge impact to the failure of SpEd Program.”

Teacher-participant 10 stated that:

“There are some, like hiring enough SpEd teachers. Provide all supports and services related to inclusive education.”

Teacher-participant 11 mentioned that:

“Yes, lacked of SpEd teachers, GenEd teachers are not well-trained about SpEd. Lacked of support from administrators and DepEd.”

Teacher-participant 12 declared that:

“Lacking of hired SpEd teachers will be a key factor to the failure of SpEd Program implementation including support from the admin.”

Teacher-participant 13 explained that:

“Based from couple of tears in teaching, the lacking of teachers.”

Teacher-participant 14 shared that:

“Concrete implementation and DepEd shall have more SpEd teachers.”

Concerning the State of Well-Being

This part of the manuscript shows the data pertaining to the experiences and challenges of the teachers in handling learners with intellectual disability during the COVID-19 pandemic in the aspect of concerning the states of well-being.

The first question being asked to the research participants was about effect of COVID-19 and the use of modular learning platform.

Teacher-participant 1 divulged that:

“Yes, too much extra works.”

Teacher-participant 2 uttered that:

“Yes, too much stress.”

Teacher-participant 3 explained that:

“Yes, I am stressed and burnout. Too much extra paperworks.”

Teacher-participant 4 shared that:

“Yes, mentally, physically and psychologically.”

Teacher-participant 5 revealed that:

“Yes, I am physical, emotionally, and psychologically affected.”

Teacher-participant 6 opined that:

“Yes, physically and mentally.”

Teacher-participant 7 said that:

“Yes, psychologically affected.”

Teacher-participant 8 divulged that:

“Yes, mental and psychological.”

Teacher-participant 9 expressed that:

“Yes.”

Teacher-participant 10 stated that:

“YES, this brought me stress and fatigue.”

Teacher-participant 11 mentioned that:

“Yes, too much extra works. Module preparations is too much and stressful.”

Teacher-participant 12 declared that:

“Yes, too much preparation and deadlines.”

Teacher-participant 13 mentioned that:

“Yes, has taken so much tool from the teachers. Too much pressure.”

Teacher-participant 14 said that:

“Yes, my work loads, multiple so much what to do.”

The second question being asked to the research participants was about their perceived challenges that hampered the success of blended learning and modular modalities.

Teacher-participant 1 said that:

“Unavailability of gadgets and internet connectivity. Efficacy of modules are not measured well.”

Teacher-participant 2 declared that:

“Too many paper works, modules won worked well with learners.”

Teacher-participant 3 mentioned that:

“Lacking of technological gadgets and internet connectivity. Then, too much extra paper works aside from module preparation.”

Teacher-participant 4 stated that:

“The modules are generalized and not individualized. Realistically, sometimes too much for students with disabilities.”

Teacher-participant 5 expressed that:

“No careful plans for SpEd structures. Limited support from principals or administrators.”

Teacher-participant 6 divulged that:

“Lacking preparations, too many extra works for teachers. Modules are not helpful for SpEd learners.”

Teacher-participant 7 uttered that:

“Lacking of gadgets, and technology. No internet and no teachers support.”

Teacher-participant 8 explained that:

“No enough instructional support. No/limited SpEd teachers.”

Teacher-participant 9 shared that:

“No internet and mobile devices from DepEd.”

Teacher-participant 10 revealed that:

“Unavailability of technology and internet services. The modules should be carefully planned.”

Teacher-participant 11 opined that:

“Lacked of support, technology and internet. Modules are not really helping the students.”

Teacher-participant 12 divulged that:

“The lacking of technology and gadgets including the internet connectivity.”

Teacher-participant 13 said that:

“The lacking of devices, not carefully planned materials, gadgets and the internet connectivity.”

Teacher-participant 14 uttered that:

“No available or technology, likewise with the interest.”

The third question being asked to the research participants was about the changes that occurred to them that have changed their personality and outlook in life.

Teacher-participant 1 uttered that:

“Yes, it teaches me to manage my time well.”

Teacher-participant 2 explained that:

“Yes, I am more careful.”

Teacher-participant 3 divulged that:

“Yes, since I am totally stressed. I learned to value my life and my family.”

Teacher-participant 4 shared that:

“Yes, valued life and time instead of focusing to problem brought by COVID-19.”

Teacher-participant 5 expressed that:

“Yes, I am still tired. I learned to value my life and be extra careful.”

Teacher-participant 6 revealed that:

“Physically and mentally drained. I look life as precious this time.”

Teacher-participant 7 stated that:

“Yes.”

Teacher-participant 8 opined that:

“Yes, I am more or extra careful this time.”

Teacher-participant 9 mentioned that:

“Yes.”

Teacher-participant 10 said that:

“Yes, this affected me physically and mentally.”

Teacher-participant 11 declared that:

“Yes, I am look stressed and fatigue. But I learned to manage my time.”

Teacher-participant 12 shared that:

“Yes, physically I am stressed, so I learned how to control myself and balance my time.”

Teacher-participant 13 explained that:

“Not that much.”

Teacher-participant 14 opined that:

“Yes, I learned to manage my time.”

5.2 Factors Considered to Attain a Successful Implementation of Inclusive Education

This section displays the teachers' responses to their concerns about the knowledge of SpEd-inclusive education during the COVID-19 pandemic.

The first question being asked to the research participants was about their background or knowledge of SpEd inclusive education.

1. *Teachers' Limited Knowledge About Inclusive Education.* The teachers divulged that they possess minute knowledge of the inclusive education program of the DepEd.

When teachers' have limited awareness of the program that they are part of. It means that such program was not properly implemented. Teacher-participant 1 opined that:

“A little.”

Teacher-participant 2 also had limited awareness about inclusive education and said that:

“Yes, a little.”

The implementation of the inclusive education was not done properly according to teacher-participant 3, who revealed that:

“Yes, I've been with SPED program quite sometimes. But I observed that Inclusion Education is not fully successful and need to improve more.”

Teacher-participant 4 cannot say that she had developed expertise in inclusive education. It was explained that:

“Yes, a little. I have some training but not totally expert about implementation.”

Teacher-participant 5 was assigned to teach special education even though her course was not on it. It was uttered that:

“Just a little. I am not a SpEd major.”

Teacher-participant 6 divulged insufficient know how about inclusive education. It was revealed that:

“A little.”

Teacher-participant 7 also revealed that her major in education was not SpEd and expressed that:

“Not that many. I am not a SpEd teacher.”

Also, teacher-participant 8 disclosed that she took bachelor's degree in education but not in special education. It was stated that:

“A little, I am not a SpEd teacher.”

Teacher-participant 11 also divulged slight knowledge about inclusive education. It was uttered that:

“Yes, just a little.”

The teacher-participant 12 mentioned that:

“Yes, I have some training, but in terms of inclusive education we are lacking teachers.”

Teacher-participant 13 also divulged slight competence about inclusive education of the Department of Education. It was declared that:

“Yes, just a little.”

Teacher-participant 14 also shared her sentiment that there was no sufficient orientation about inclusive education. It was said that:

“Not so oriented, just a little.”

The teachers divulged that they had little or limited knowledge about the DepEd's inclusive education program. Their minute awareness about such a special education program shows that the school authorities failed to implement it properly, so the teachers were capacitated with expertise to handle special children with different disabilities.

One of the most likely challenges teachers may encounter is to change from the previous setting, where learners have been for a long time placed in special schools designated for certain specific disabilities, for instance, special schools for the deaf, blind, or mentally challenged. It may be a challenge to parents and even the members of society. This challenge has been so because education for learners experiencing disabilities is undergoing a revolutionary change. Inclusive education of all learners in classrooms of regular public schools is replacing segregated settings, commonly on full-time. Segregated settings were applied previously because they seemed most appropriate, but today, they are slowly being discarded for inclusive education. The study adopted a descriptive survey design (Osero, 2015).

The second question the research participants were asked was how they faced and/or dealt with the challenges they had experienced while giving academic instructions amidst the current pandemic of handling learners with intellectual disabilities.

1. *Following Routine, Adjusting Optimism, and Relaxing to Cope with the Challenges.* To cope with the demands of the teaching paradigm implemented by the Department of Education, teachers follow their usual routine, think about the positive outcomes of the current situation, and engage in unwinding activities.

Teacher-participant 1 said that she performed her daily tasks and said that:

“Do the same routine every day.”

Teacher-participant 2 made adjustment to the current educational setting and uttered that:

“Just go with it day-to-day. Trying to adjust to normal setting.”

Teacher-participant 3 find ways to relieve one's stress in her job as special education teacher amid the closure of schools to physical classes. declared that:

“I am trying to adjust and find some time unwind or find activities to relieve my stress. Every now and then, I visited my students' respective houses.”

Teacher-participant 4 said that she changed her teaching strategies with distance modular teaching arrangement in special education. It was divulged that:

“Always look for best strategies and interventions. Unwind and spend time with families.”

Teacher-participant 5 tend to the optimism despite the challenges. It was shared that:

“Just think positive and express the importance of basic interventions.”

Teacher-participant 6 just focus on what is her job in the new educational paradigm. It was expressed that:

“I am not concern about it that much. I am only focusing on modules.”

Teacher-participant 7 revealed that:

“Same as usual before.”

Teacher-participant 8 also took one day at a time in teaching special learners. It was stated that:

“Do the regular routine.”

Teacher-participant 9 usually perform one's tasks in distance education monitoring of the children's activities at home. It was mentioned that:

"Nothing new, just did the usual thing."

Teacher-participant 10 went with the flow of time and work. It was expressed that:

"Go on with my usual activities in school."

Teacher-participant 11 accepted the situation and deal with it positively. It was said that:

"While it still pandemic, I will do the usual ways of dealing them."

For teacher-participant 12, adjustment is the key to face the challenging time in the profession as teacher. It was shared that:

"Always try to adjust myself and make sure that I performed my tasks every day."

Teacher-participant 14 mentioned also performed the normal tasks in the school. It was disclosed that:

"Always do the usual routines."

Teacher-participant 15 opined that:

"I am doing what the DepEd has instructed."

The research participants, who were special education teachers, faced and dealt with the challenges they had experienced while giving academic instructions amidst the current pandemic in handling learners with intellectual disabilities by focusing on performing the job. They also thought positively about the situation, although it was hard to do so. Also, they had to get out of stress by engaging in relaxing activities to divert their attention.

Mastering distance teaching imposed by the COVID-19 pandemic was challenging for many teachers. More than 50 percent of them spent more than four hours daily on remote teaching, with secondary grammar school teachers experiencing significantly more stress and working more hours daily than special education teachers. The vast majority of them experienced technical barriers, but most of them felt able to cope functionally with the stress. Female teachers experienced significantly more stress but coped with it more often in a practical way; teachers used more functional coping strategies when they expected external factors as barriers for distance teaching (Klapproth et al., 2020).

The third question being asked to the research participants was about their challenges knew concerning SpEd inclusive education.

1) *Lack of SpEd Teachers, Resources: Manifestation of Failed Implementation.* The teachers disclosed that there were lots of schools that lacks trained special education teachers and personnel. Also, there were no concrete assistance coming from the DepEd in support the needs of this program.

Teacher-participant 1 divulged that the assigned teachers for special education were not enough to cater to the learning needs of these pupils. It was said that:

"I guess the lack of SpEd teachers and related personnel."

Teacher-participant 2 expressed dismay over the insufficiency of the teachers dedicated for special education program and other instructional support from the DepEd. It was opined that:

"Limited SpEd teachers, no concrete support from DepEd, lacking support and related personnel."

Teacher-participant 3 disclosed that the DepEd did not organize well the administrative and operational aspect for the successful implementation of inclusive education program. It was shared that:

"Lack of support, lack of SpEd teachers and unorganized SpEd structures about Inclusive Education."

Teacher-participant 4 expressed that also that the inclusive education program was not successful implemented by the school authorities in the public school. There were even teachers handling special education who lacked necessary trainings. It was disclosed that:

“Not fully implemented, limited SpEd teachers, not fully supported. GenEd teachers are not well-trained.”

The DepEd was not supportive towards the successful implementation of inclusive education program. Teacher-participant 5 divulged that:

“No SpEd teachers, no personal support. Always be positive and optimistic.”

According to teacher-participant 6 the implementer of inclusive education program committed lots slips. It was stated that:

“Have some lapses with implementation.”

Teacher-participant 7 considered that there was no need to hire more special education teachers, which was a wrong judgment. It was mentioned that:

“The need to hire more SpEd teachers.”

The class size for special education should be small so that the teachers can address the learning needs of each. Hence, more teachers are needed. Teacher-participant 8 revealed that:

“Hiring enough SpEd teachers, provide extra accommodation.”

Teacher-participant 9 cannot accommodate the learning needs of each child with disabilities. It was opined that:

“Due to limited numbers of SpEd teachers, the inclusion setting was not well accommodated.”

The inclusive education was not seriously implemented by the Department of Education due to the emergence of myriad issues that were not even address Teacher-participant 10 said that:

“Limited SpEd teachers, the SpEd program is not implemented well, lacked of related support and services. The school and administration must be ready.”

It can be assessed that the DepEd was not serious in the implementation of the inclusive education program. Teacher-participant 11 stated that:

“The implementation is shallow and have lapses. No available SpEd teacher’s or support personnel.”

Teacher-participant 12 emphasize the holistic support coming from the country’s educational authorities. It was mentioned that:

“The need to hire substantial SpEd teachers. Support form DepEd is necessary.”

It can be inferred that the implementation of inclusive education in the Philippines was not thoroughly done nor properly undertaken since many facets pose lots of issues like the insufficiency of trained special education teachers, shortage of instruction and administrative support, especially in the adoption of the distance modular education. They disclosed that the DepEd failed to address the many issues that strike now and then.

The challenges facing successful implementation of inclusive education may be summarized as: challenges related to change from segregated settings to inclusion, meeting needs of both children with disabilities and the less challenged learners in regular classes, equity, infrastructural barriers, classroom learning environment, policy and human resource, community barriers and poverty.

The fourth question being asked to the research participants was about how these challenges affect them.

1. *Current Educational Challenges Caused Psychological, Mental, and Physical Anxiety.* The teachers disclosed that they developed certain degree of mental, physical, psychological stress with the changes in the educational approach in the public school system.

Switching to modular teaching was tedious for teacher-participant 1 who uttered that:

“Add on to my extra works. Physically, mentally and psychologically drained.”

The sudden shift from traditional teaching to modular teaching caused mental and psychological anguish for teacher-participant 2, who said that:

“Mentally and psychologically.”

Designing, preparing and producing the learning modules was stressful for teacher-participant 3, who expressed that:

“It adds to my stress and concerns. I am physical and mentally affected.”

The closure of schools for physical classes with learners had adverse effect towards, teacher-participant 4, who stated that:

“Totally affected me.”

The preparation and production of self-learning modules was physically exhausting for teacher-participant 5 who mentioned that:

“More on physical and mental.”

Teacher-participant 6 was burdened with many reports to produce. It was shared that:

“No, lacking of SpEd teachers. Filed up too many paperworks.”

Teacher-participant 7 experienced a combination of stressor amid the adoption of learning modules. It was opined that:

“Physically, mentally, and psychologically.”

The implementation of distance education troubled teacher-participant 8, who revealed that:

“It bothers me.”

The failure of the inclusive education in the public school caused problems to teacher-participant 9, who explained that:

“I thought the Inclusive Education program is a failure.”

It was frustrating for teacher-participant 10 in carrying out the new normal in teaching. It was divulged that:

“These bothers or frustrates me every now and then.”

Doing about the new normal of teaching was exhausting for teacher-participant 11, who said that:

“It drains me well. I am physically, mentally, and psychologically affected.”

Teacher-participant 12 was drained due to the preparation of learning materials for her pupils. It was expressed that:

“Physically and mentally draining.”

Similar with other special education, teacher-participant 13 experienced myriad of stressors and said that:

“Physically, mentally and psychological.”

Also, the teacher-participant 14 was on the ineptness of the DepEd in addressing the issues. opined that:

“This would lessen my burden if addressed will by the DepEd.”

The teachers in inclusive education who are simultaneously implementing the modular distance instruction revealed mental, physical, and psychological stress amid the closure of schools for face-to-face teaching. They felt more concerned about changing their lesson to fit modular teaching-learning. Also, they felt frustrated with the inability of the DepEd official to address the continuing issues in the inclusive education program.

A lack of teaching and learning facilities (16.3%) ranked highest in the list of challenges facing inclusive education. Teaching and learning resources may remain very important in enhancing teaching and learning activities. It also helps learners to retain the content learned for a long time. Teaching and learning resources make learning real and enable learners to connect.

The fifth question being asked to the research participants was about their opinion does the DepEd has enough instructional and personnel resources to help learners with intellectual disability in this time of pandemic.

1. DepEd’s Deficits in Resource to Aid Learning. The research participants opined that the Department of Education had deficiency in terms of teaching and manpower resources for special education program.

It has been a common experience for teachers that the Department of Education failed to provide adequate resources for special education teachers. Teacher-participant 1 said that:

“No, I am pretty sure DepEd have not provided support.”

The available personnel assigned in the inclusive education program was not enough to reinforce learning. Teacher-participant 2 revealed that:

“Maybe with instructional personnel, but as I observed, they are not helping ID learners as of now.”

Teacher-participant 3 also negate the provision of sufficient instructional and manpower resources dedicated to inclusive education. It was mentioned that:

“No, in my years of teaching learners with disabilities, I never really experienced that DepEd provided any support personnel or individually benefited the learners with disabilities.”

Also, teacher-participant 4 refute that the country school authority was effective in providing the needed support for special education. It was disclosed that:

“Based on observation and experience, big NO.”

Similar with other special education teachers, teacher-participant 5 and not received the necessary material and human support from the school authorities. shared that:

“Absolutely not at all.”

Based on the experience of teacher-participant 6 there was not support afforded from the Department of Education for special education teachers. It was expressed that:

“I don’t know because I have never seen one. No.”

It was indeed frustrating for teachers to be left with no support from the state educational authorities. Teacher-participant 7 opined that:

“NO, the DepEd has never provided any support.”

It was apparent that the Department of Education failed to extend the proper assistance for inclusive education Teacher-participant 8 said that:

“Big no, I can’t remember one.”

Teacher-participant 9 uttered that:

“No, the DepEd has shown no support for ID kids this time of pandemic.”

Teacher-participant 10 said that the Department of Education may have the resources but the school authorities did not extend them to the special education program mover. It was explained that:

“Maybe the DepEd has some resources but I don’t see any support giving by them during pandemic.”

Teacher-participant 11 did not see the existence of necessary instructional materials and trained manpower for inclusive education. It was shared that:

“I am not sure if they have. But I don’t see any. No.”

Likewise, teacher-participant 12 divulged that there was no adequate number of trained personnel who are exclusive assigned for special education. It was said that:

“Maybe, but I have never seen direct assistance from them in terms of personnel and services.”

Teacher-participant 13 felt said that she did not receive any help from the school authorities stated that:

“I don’t think that they don’t have, I haven’t seen any help total.”

Teacher-participant 14 talked about limited support to carry out the distance education. It was uttered that:

“I am not sure, but as of now, they are providing personnel and technology support.”

The teachers assigned for inclusive education said that the DepEd had a dearth of enough instructional and personnel resources to help learners with intellectual disability in this time of the pandemic. In this aspect, the school authorities of the Philippines and failure in affording the necessary teaching materials, equipment, and training fitted for the unique education program.

However, while other countries have taken the opportunity to resume in-person classes, the Philippines has lagged. After 20 months of pandemic prevention measures, amounting to one of the worlds’ longest lockdowns, only 5,000 students, in just over 100 public schools, have been allowed to go back to class in a two-month trial program—a tiny fraction of the 27 million public school students who enrolled this year. The Philippines must be one of very few countries to remain so reliant on distance learning, if not the only country. It has become a vast experiment in life without in-person schooling (de Guzman, 2021).

6. Findings

Based on the findings from the significant experiences at hand from the junior and senior high school teacher-participants teaching learners with intellectual disabilities, it was revealed that teacher-participants have observed and experienced multifaceted scenarios and difficulties during the time of the COVID-19 pandemic. The teachers felt the burden of distance learning and adjusted their lessons using modules. Also, the study revealed that learners with intellectual disability preferred to have face-to-face instruction, learners have struggled with modular learning, and learners inability to become independent at home; learner’s lives at home are not alike. Likewise, the study revealed the importance of effective multi-modes of communication for learners and parental support and involvement.

Furthermore, the data revealed the existence of the challenges that have affected the teachers handling learners with intellectual disabilities during the COVID-19 pandemic. These challenges were the DepEd’s failure to extend support towards learners in distance education, no governmental provision of devices to aid learning, and the limited learning activities that affect the learner’s personality, social

orientations, and performance due to the absence of face-to-face instruction. Learners' struggle in modular distance education, the role of the parents in enabling their learners to adopt the new learning set-up, the parent's educational limitation and capacity in distance learning, and the limited learning tasks were additional challenges for teachers in teaching learners with intellectual disabilities. Lastly, the cognitive deficiency among learners, the need for reinforcing encouragement and affection, the exhibited personal quality, and the positive social skills of learning-disabled children, the afforded material and non-material reward to learner's good deeds, the positive social abilities, and the learners' persevering attitude and eagerness to learn and work were amongst the direct and indirect significant challenges in the aspect of learning and schools.

Finally, the data revealed some factors that contribute to attaining a successful SpEd-inclusive education on teachers' challenges. Teachers' limited knowledge about inclusive education, their ability to follow a routine, adjust optimism, and relax to cope with the challenges, failed implementation due to a lack of SpEd teachers and resources, apparent educational challenges caused by psychological, mental, and physical anxiety, and DepEd's deficits in resources to aid learning were the identified factors in attaining a successful inclusive education

7. Conclusion

The summary of findings has revealed that junior and secondary SpEd and inclusion teachers have experienced multifaceted challenging scenarios, the importance of face-to-face instruction, and the apparent struggles of the learners. Likewise, the study concluded that the COVID-19 pandemic has affected and brought challenges to teachers and learners and has created the failure of support from the DepEd and the government. It conveyed the importance of parental support without the teacher's direct instruction. Lastly, the summary of findings also revealed several significant factors needed to attain the success of SpEd-inclusive education.

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