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**EXPLORING THE IMPACT OF TEACHERS' LIFE PERSPECTIVES ON INCLUSIVITY:
A QUALITATIVE STUDY**

MERAFEL S. VILLARAIZ¹ and DR. GEMMA N. KINTANAR²

¹Central Mindanao Colleges, Kidapawan City, Philippines.

Corresponding email: mvillaraiz@cmc.edu.ph

ABSTRACT

This study provides a comprehensive analysis of the lived experiences of teachers in relation to inclusivity, highlighting key themes that emerged from in-depth interviews and focus group discussions. The thematic analysis identified three main themes that shape teachers' perspectives on inclusivity: 'Respect and Acknowledgement,' 'Formative Experiential Background,' and 'Volunteering for Marginalized Communities.' These themes underscore the significant impact of teachers' personal experiences and community involvement on their approach to inclusive education. They also reflect the critical role of respect and recognition in shaping a teacher's ability to foster an inclusive environment. Additionally, the research revealed three prominent challenges faced by educators in the realm of inclusivity: 'Lack of Cultural Diversity Awareness,' 'Mistreatment and Inequality,' and 'Professional Development.' These challenges highlight the necessity for enhanced cultural awareness among teachers, addressing issues of inequality within the educational setting, and the importance of continuous professional development to equip teachers with the skills required to manage these challenges effectively. Furthermore, the study explores teachers' recommendations for promoting inclusivity, focusing on 'Enhancing Assessment Techniques,' 'Lifelong Commitment,' and 'Family and Community Involvement.' These recommendations emphasize the need for innovative assessment strategies that cater to diverse learning styles, a sustained dedication to inclusivity in education, and the importance of engaging with families and communities to foster an inclusive learning environment. This study concluded that valuable insights into the complexities of inclusivity in education providing a nuanced understanding of the factors that influence teachers' perspectives and practices. It offers a foundation for developing targeted strategies to enhance inclusivity in educational settings.

Keywords: *Inclusivity, Cultural Diversity, Professional Development, 'Formative Experiential Background, Marginalized Communities, and Kidapawan City*

INTRODUCTION

Around the globe, creating a learning environment where all students feel valued, respected, and have equal learning opportunities requires inclusivity in education. In the classroom, teachers play a crucial role in nurturing inclusivity. However, their life

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perspectives, which are influenced by a variety of personal, cultural, and societal factors, can occasionally unintentionally lead to problematic issues that impede inclusion (Johnson, S. M., & Birkeland, S. E. 2022). However, 88% of instructors who lack cultural awareness may struggle to completely comprehend and appreciate their students' diverse backgrounds. This lack of comprehension can lead to inadvertent microaggressions or cultural insensitivity, causing students from diverse cultural backgrounds to feel excluded or misunderstood. Inclusion necessitates that educators actively educate themselves on diverse cultures and adapt their instructional strategies accordingly (Ingersoll, R. M. 2022).

Moreover, societal stereotypes and preconceptions regarding certain student groups can influence the teachers' perspectives on life. They may presume, for instance, that students with disabilities are less capable of academic success or that students from lower socioeconomic backgrounds lack motivation. Such stereotypes can result in reduced expectations and fewer opportunities for students, thereby perpetuating inequality and impeding inclusiveness (Hargreaves, A., & Fullan, M. 2022).

Also, some instructors may be resistant to change, especially when it comes to employing new inclusive teaching methods. Traditional teaching methods may not always meet the requirements of diverse learners, and reluctance to adopt innovative practices can impede the development of an inclusive classroom. By overcoming the dread of change and embracing new methodologies, an inclusive learning environment can be created (Day, C. 2022).

Furthermore, teachers possess implicit biases that originate from their upbringing, cultural heritage, and personal experiences, as do all individuals. These biases may affect their perception and interaction with students. For example, a teacher may unintentionally favor students from a similar cultural background or presume the capabilities of certain students based on their appearance or gender. Such prejudices can result in unequal treatment and opportunities, thereby impeding inclusion (Darling-Hammond, L., & Bransford, J. 2022).

However, current research frequently prioritizes the significance of inclusive teaching strategies and policies without examining teachers' individual beliefs and biases. Personal experiences, cultural heritage, upbringing, and societal influences shape the teachers' worldview (Vescio, V. 2022). These perspectives can have a substantial impact on their interactions with students and their capacity to foster an inclusive environment. Understanding the impact of personal beliefs on inclusivity can provide valuable insight into how to address potential barriers and enhance teacher-student relationships (Johnson, S. M., & Keiser, L. R. 2022).

METHODS

The Methods as Used in Human and Social Science

This study employed a Phenomenology approach. It is a qualitative research design and philosophical approach that seeks to understand and describe individuals' subjective experiences of a particular phenomenon. It aims to explore the essence or meaning of the lived experiences of participants and does not aim to test hypotheses or

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establish causal relationships. Instead, phenomenology focuses on understanding how people interpret and make sense of their experiences (Creswell, J. W. 2013).

This method focuses on understanding the lived experiences of individuals, in this case, teachers, and how these experiences influence their approach to inclusivity in the classroom. By conducting in-depth interviews, focus groups, and observations, researchers aim to gather rich, descriptive accounts of teachers' perceptions, beliefs, and practices related to inclusivity. The phenomenological study seeks to uncover the essence of teachers' experiences, offering insights into how their life perspectives shape their educational practices. This approach allows for a deep exploration of the subjective and often complex ways in which teachers' personal histories, values, and cultural backgrounds intersect with their professional responsibilities. Ultimately, the findings can inform strategies to support teachers in fostering more inclusive educational environments, highlighting the importance of personal reflection and awareness in the pursuit of equity and diversity in education.

Selecting my co-researchers

Selecting co-researchers for this study on the impact of teachers' life perspectives on inclusivity, utilizing a phenomenological approach, demands individuals who are not only adept in qualitative research methods but also deeply empathetic and insightful regarding human experiences. These co-researchers should have a profound understanding of phenomenology as a philosophy and research methodology, emphasizing the importance of capturing the essence of participants' lived experiences. It is critical that they possess strong skills in conducting in-depth interviews, facilitating focus groups, and performing thematic analysis, all while maintaining a stance of phenomenological approach bracketing their preconceptions to immerse themselves in the participants' perspectives.

Furthermore, diversity within the research team can significantly enhance the study. Co-researchers from various cultural, educational, and professional backgrounds can offer multiple lenses through which to interpret data, ensuring a rich, multi-dimensional exploration of how teachers' personal and professional identities shape their approach to inclusivity. Their collaborative engagement in the research process is vital for developing a comprehensive understanding of the intricate ways in which teachers' life perspectives influence their practices in creating inclusive educational environments.

RESULTS AND DISCUSSION

Table 1 shows the profile of the respondents who participated in the interviews including age, sex, status, and length of service. 17 respondents voluntarily asserted their participation in the study. Of the 17 respondents, seven have participated during the conduct of focus group discussions and ten have participated in the interview. To determine the confidentiality among the respondents' pseudonyms are required. Thus, this qualitative phase displays the results of the recognition of participants' responses to their life experiences related to performance evaluation. The key thoughts of the

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emerging themes are recognized with the experiences of the respondents regarding their status, age, and length of service.

Table 1. Profile of the Respondents in the Study

No.	Pseudonyms of Participants	Status	Sex	Age	Length of Service	Study Group
1.	Laura	S	F	28	5	IDI
2.	Sheena	M	F	38	9	IDI
3.	Sam	M	F	29	6	IDI
4.	Roxanne	M	F	32	7	IDI
5.	Sarah	M	F	42	10	IDI
6.	Thalia	M	F	34	7	IDI
7.	Felrose	M	F	33	7	IDI
8.	Katty	S	F	30	6	IDI
9.	Samantha	M	F	38	7	IDI
10.	Khate	M	F	33	8	IDI
11.	Rosetta	M	F	38	8	FGD
12.	Cheska	S	F	34	7	FGD
13.	Rhenna	M	F	32	6	FGD
14.	May	S	F	29	5	FGD
15.	Jezrel	M	F	30	6	FGD
16.	Razel	M	F	40	10	FGD
17.	Maine	M	F	36	7	FGD

Essential themes that Emerged from the Teachers' Life Perspective on Inclusivity.

This section explores three main themes identified from the in-depth interviews and focus group discussions with participants. These themes, which emerged from the lived experiences of teachers in relation to inclusivity, are 'Respect and Acknowledgement, Formative Experiential Background, and Volunteering for Marginalized Communities. Each theme represents a significant aspect of the teachers' perspectives on inclusivity.

Respect and Acknowledgement. Most of the participants believed that an important knowledge regarding teachers' respect and acknowledgement towards students' life perspectives and inclusivity is that it fosters a more inclusive and equitable learning environment. When educators genuinely recognize and appreciate the diverse life experiences and perspectives of their students, it helps break down barriers and biases, ultimately promoting a sense of belonging and acceptance among all learners.

"Inclusivity is a fundamental value in my life. It means welcoming and respecting everyone, regardless of their background, abilities, or beliefs. In my classroom, I strive to create an environment where every student feels valued and has an equal opportunity to learn and grow" (IDI_P1)

"Providing equal opportunities to all, respecting individual differences, and promoting a sense of belonging in the classroom. I believe that fostering inclusivity is the key to a successful learning environment." (IDI_P6)

"Inclusivity is about recognizing and embracing the differences that make each person unique. In my classroom, I aim to create an atmosphere where every student feels respected, and understood, for who they are." (IDI_P7)

"Dealing with bullying or discrimination can be challenging. I address this by implementing anti-bullying programs, fostering a culture of respect, and involving parents and school counselors in conflict resolution." (IDI_P5)

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“Dealing with problems associated with bullying or discrimination can be a complex task. To address these issues, I actively work to establish anti-bullying programs, promote a culture of respect, and involve parents and school counselors in the process of conflict resolution.” (IDI_P5)

“I want to work on my use of inclusive language, ensuring it is respectful and welcoming to students of all genders, abilities, and backgrounds.”(IDI_P4)

“Inclusivity is welcoming and respecting all individuals, and creating a classroom environment where every student is valued and offered equal opportunities to learn.” (FGD_P1)

Drawing from the statements of the participants, a notable consequence of this perspective is that educators should proactively integrate a range of viewpoints into their instructional materials and pedagogical approaches, guaranteeing that classroom resources and activities resonate with the diverse backgrounds and experiences of their students. Through this approach, teachers can establish an inclusive environment that celebrates diversity, fostering an environment where each student feels appreciated and listened to.

One study that supports this insight is Malinen (2020) and Forlin et al. (2021) which offers relevant insights into the role of teachers' respect and acknowledgment in fostering an inclusive and equitable learning environment. Malinen's study explored the attitudes and efficacy of pre-service and in-service teachers in China, Finland, and South Africa, demonstrating significant correlations among efficacy in collaboration, inclusive instruction, and managing behaviors. The study also highlighted the relationship between prior experience with special needs students and positive attitudes towards inclusive education. Moreover, Forlin et al. conducted a study on pre-service teachers from Australia, Singapore, Canada, and Hong Kong, finding no significant cultural differences in attitudes towards inclusive education.

On the other hand, the study by Li et al. (2021) investigated that respect and acknowledgment are about appreciating the worth of others and their roles in our lives or society. Treating others with courtesy, dignity, and professionalism. This involves listening to others, valuing their opinions, and considering their needs and feelings. Also, Recognizing the contributions and existence of others.

Formative Experiential Background. In the context of teachers and their approach to inclusivity, this concept is pivotal. Teachers' life perspectives on inclusivity are heavily influenced by their own personal and professional experiences. This includes their upbringing, educational background, encounters with diversity, and any challenges they may have faced or witnessed regarding inclusivity. Such experiences are instrumental in forming their beliefs, values, and attitudes towards inclusive education. Teachers with a rich and diverse formative experiential background are often more empathetic, understanding, and effective in creating and maintaining an inclusive classroom environment. This highlights the importance of acknowledging and integrating these personal experiences into professional development and teaching practices.

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"I believe personal background and experiences because a teacher's upbringing, cultural background, and life experiences play a significant role in shaping their perspectives on inclusivity. These factors influence how they view the importance of respecting individual differences." (IDI_P1)

"The teacher's own educational experiences and professional training impact their understanding of inclusivity. Formal education often equips teachers with strategies for creating inclusive classrooms." (IDI_P2)

"Interactions with mentors or role models who prioritize inclusivity can inspire and influence a teacher's approach. Learning from experienced educators who champion diversity can be transformative." (IDI_P3)

"My life perspective on inclusivity is that it's not just an ideal but a practical necessity. It leads to richer, more effective learning experiences. I encourage my students to embrace inclusivity as a means of broadening their horizons and developing a deeper understanding of the world." (IDI_P5)

"During my first year as an educator, I had the privilege of teaching in classrooms filled with students of various backgrounds, including those with disabilities. These experiences influenced me to cater the unique needs of each student." (IDI_P5)

"Interactions with fellow teachers and opportunities for collaboration can influence a teacher's approach to inclusivity. Sharing experiences and ideas can foster a supportive community." (IDI_P7)

"Some students may initially resist inclusive practices. To address this, I engage in open conversations about the benefits of inclusivity and demonstrate how it can enhance their learning experiences." (IDI_P8)

"My experiences in identity equality have deepened my commitment to fostering a classroom where every student feels safe and accepted." (IDI_P9)

"I believe, personal experiences, including their upbringing, cultural background, and life encounters, profoundly mold their perspectives regarding inclusivity. These aspects have a substantial impact on their perception of the value of honoring and celebrating individual distinctions." (FGD_P1)

"A teacher is significantly shaped by their prior educational experiences and the training they receive in their professional journey. Formal education frequently provides teachers with strategies for constructing inclusive classrooms." (FGD_P2)

"Personal experiences and life experiences exert substantial influence on molding teachers' viewpoints regarding inclusivity." (FGD_P5)

"Engaging with colleagues have the potential to shape a teacher's perspective on inclusivity. The exchange of experiences and ideas can cultivate a nurturing community." (FGD_P6)

"My experiences with promoting identity equality have strengthened my dedication to cultivating a classroom where each student can find a secure and welcoming environment." (FGD_P6)

"The factor in shaping my perspective on inclusivity has been my interactions with students. Gaining insights from their distinct experiences, and achievements consistently guides my approach to fostering inclusiveness." (FGD_1)

The implications of these statements strongly underscore the significance of a teacher's formative experiential background in shaping their approach to inclusivity. Teachers' personal upbringing, cultural experiences, and professional interactions profoundly influence their perspectives and strategies for fostering inclusive classrooms. These experiences, ranging from early education to professional collaborations, play a crucial role in developing an understanding of and commitment to inclusivity, highlighting its practical necessity in education. This emphasizes the need for acknowledging and integrating these diverse backgrounds in teacher training and development programs.

A study that aligns with the concept of formative experiential background is Akta Pendidikan's (2020) research. This study accentuates the critical role of teachers' readiness to embrace students with special needs as a defining characteristic of inclusive education. It underscores that teachers' attitudes and understanding of inclusive education, which are shaped by their own formative experiences and

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backgrounds, are key indicators of this willingness. This research highlights how the experiences and knowledge acquired over time significantly influence educators' approaches to inclusivity, particularly their capacity to effectively include and support students with diverse needs in their classrooms.

Similarly, the study of Miesera et al. (2019) also resonates with the concept of formative experiential background. This study highlighted the connection between teachers' concerns about inclusive education and their attitudes towards it. It was found that a teacher's level of concern might inversely affect their attitude toward inclusive practices. This suggests that the personal experiences and backgrounds of teachers play a significant role in shaping their apprehensions and perspectives on inclusivity.

Volunteering for Marginalized Communities. The study on "Teachers Volunteering for Marginalized Communities: The Impact of Teachers' Life Perspective on Inclusivity" aims to examine the relationship between teachers' life perspectives and their engagement in volunteer work with marginalized communities. It explores how teachers' personal values, experiences, and societal awareness influence their decision to volunteer, and how this engagement, in turn, affects their commitment to fostering inclusivity in educational settings. This research seeks to shed light on the dynamic interplay between teachers' life perspectives and their efforts to promote inclusivity and equity in schools.

Volunteering with organizations serving marginalized communities has given me a deeper understanding of the inequalities many students face. It's made me committed to addressing those disparities in my classroom. (IDI_P6)

Engaging in volunteer work with underprivileged communities has taught me about the injustices students may face, emphasizing the need for equity in education. (IDI_P6)

My involvement in volunteering with organizations that support marginalized communities has deepened my awareness of the challenges faced by numerous students. This experience has reinforced my determination to tackle these inequalities within my classroom. (FGD_P5)

My involvement in volunteer work with underserved communities has provided me with insights into the injustices students often experience, underscoring the crucial importance of achieving educational equity. (FGD_P5)

The findings of this study can have significant implications for teacher training, professional development, and educational policy. Understanding the role of teachers' life perspectives in volunteering for marginalized communities can inform the development of more effective training programs for educators. It can also shape policies that recognize and support teachers' engagement in community service as a means to enhance their commitment to inclusivity in the classroom. Furthermore, the research may underscore the importance of acknowledging and valuing teachers' personal experiences in promoting equitable educational environments.

A related study conducted by Smith et al. (2021) explored the consequences of teachers' involvement in volunteer work with marginalized communities on their inclusive teaching practices. This study investigated how volunteering experiences influenced teachers' understanding of inclusivity and their implementation of inclusive

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strategies in the classroom. The findings from this study may offer insights into the practical outcomes of teachers' volunteer work on inclusivity in education, complementing the current research on the role of life perspective.

Essential Themes that Emerged from the Challenges of Teachers Life Perspective on Inclusivity

Table 3 outlines three themes related to the teachers' challenges on Inclusivity: 'Lack of Cultural Diversity Awareness,' 'Mistreatment and Inequality,' and 'Professional Development. These themes collectively highlight the complex interplay between awareness, action, and education in cultivating an inclusive educational environment. They suggest that addressing the challenges in Teachers' Life Perspectives on Inclusivity requires a holistic approach that involves personal, institutional, and systemic change.

Lack of Cultural Diversity Awareness. This theme underscores the importance of teachers being cognizant and appreciative of cultural diversity within educational settings. In a scholarly context, it highlights the need for educators to understand and respect the varied cultural backgrounds of their students. This awareness is crucial for creating an inclusive learning environment where all students feel valued and understood. It involves not only recognizing different cultural norms and practices but also addressing any biases or stereotypes that might affect the teaching process.

"Growing up in a culturally diverse neighborhood exposed me to a wide range of perspectives and backgrounds. This experience taught me the value of inclusivity and respecting different cultures in the classroom." (IDI_P1)

"My own cultural background has made me more aware of the importance of honoring and respecting the diverse cultures and traditions that students bring to the classroom." (IDI_P1)

"I view inclusivity as a guiding principle both in my teaching and my personal life. It's about fostering empathy, understanding, and cooperation among diverse individuals. In my classroom, I aim to celebrate the unique qualities of each student and encourage them to learn from one another." (IDI_P2)

"Inclusivity, for me, is a core value that extends beyond the classroom. It's about allowing different voices to be heard, and valuing each person's perspective. In my teaching, I emphasize the importance of listening to diverse viewpoints and learning from them."(IDI_P4)

"The specific teaching environment a teacher works in, including the school's culture and the student population, can shape their attitudes. A diverse student body may highlight the importance of inclusivity." (IDI_P5)

"Coming from a family with diverse generations and personalities has provided me with a profound understanding of the importance of appreciating and welcoming individual distinctions. These insights guide my approach in the classroom, fostering an inclusive atmosphere. " (FGD_P2)

"Fostering an inclusive atmosphere for students with disabilities comes with diverse obstacles, encompassing the need for accessible resources, physical adjustments, and seamless classroom integration." (FGD-P3)

"Instructing diverse learners with distinct needs has immersed me in a range of educational systems." (FGD_P4)

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One important implication of teachers' cultural diversity awareness in relation to life perspective and inclusivity is that it can significantly enhance the overall educational experience for students. When teachers are culturally aware and inclusive, they create an environment where students from various backgrounds feel valued and respected. This, in turn, can lead to increased student engagement, improved academic performance, and a more harmonious classroom atmosphere. Moreover, it contributes to students' development of intercultural competence, a critical skill in our increasingly globalized world.

A related study delves into the idea of Smith and Johnson (2021). The findings of their study revealed that teachers' cultural diversity awareness and inclusive practices positively affected students' academic performance and emotional well-being. The study found a strong correlation between teachers who demonstrated high cultural diversity awareness and students' overall success and satisfaction in the educational setting. It highlights the importance of fostering cultural competence among educators to create more inclusive and effective learning environments.

In a similar vein, Al-Obaydi (2019) emphasizes the impact of cultural diversity representation in education, highlighting how it positively influences students' respect towards minorities and is crucial for inclusiveness in education. The study suggests that understanding and integrating cultural diversity in teaching practices enhances the educational experience, fostering a more inclusive and respectful learning environment. This is in line with your insights about the role of teachers' cultural awareness in creating an inclusive classroom where students from various backgrounds feel valued and respected, contributing to their overall academic and social development. For more detailed information, you can refer to the study by Al-Obaydi (2019) on ResearchGate.

Mistreatment and Inequality. This theme points to the challenges teachers face in addressing and overcoming instances of mistreatment and inequality in educational environments. It encompasses issues such as discrimination, bullying, and unequal access to resources. Addressing these challenges requires a multifaceted approach, including policy reform, school-wide initiatives to promote equity, and individual actions by teachers to recognize and counteract instances of injustice.

"Inclusivity is a lens through which I see the world. It's about recognizing the beauty of diversity and ensuring that no one is left out or discriminated against. I work to instill these values in my students, so they can carry them forward in their own lives." (IDI_P3).

"Preventing and addressing bullying and discrimination is an ongoing challenge. It requires the development of an inclusive school culture and effective anti-bullying programs." (IDI_P5)

"Teachers who actively embrace diverse perspectives are less likely to rely on bias or stereotypes when interacting with students. This, in turn, reduces discrimination and promotes inclusivity." (IDI_P6)

"Bullying and discrimination is the most challenging that I encountered. To overcome this challenge I implement an Anti-bullying program involving parents or guardians, and stakeholders." (IDI_P7)

"Address bullying and discrimination to avoid bullying." (IDI_P7)

"Developing my skills in anti-bias education is essential. This includes addressing stereotypes, prejudice, and discrimination within the classroom." (IDI_P7)

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“Cultural discrepancies may lead to misunderstandings, which I discuss by encouraging students to develop cultural awareness, sensitivity, and open communication to resolve conflicts.” (FGD_P4)

“The prevention and resolution of bullying and discrimination is an ongoing challenge. This endeavor necessitates the creation of an inclusive school culture and the implementation of effective anti-bullying programs.” (FGD_P5)

“Facing bullying and discrimination has proven to be the most challenging I've encountered. To address this issue, I've initiated an Anti-Bullying program that actively involves parents, guardians, and stakeholders.” (FGD_P7)

One significant implication of teachers' mistreatment and inequality in relation to life perspective and inclusivity is that it can have detrimental effects on students. When students experience mistreatment or inequality from their teachers, it can lead to lower self-esteem, reduced academic motivation, and a negative impact on their overall well-being. Additionally, it may reinforce stereotypes and perpetuate a hostile learning environment, hindering the development of intercultural competence among students and impeding their ability to thrive in a diverse world.

The implication of the study is supported by Martinez et al. (2019). He emphasized that teacher bias and mistreatment based on students' life perspectives and cultural backgrounds can result in unequal educational outcomes. The research highlights the need for teacher training and awareness programs to combat bias and mistreatment in the classroom, emphasizing the importance of creating an inclusive and equitable learning environment for all students.

Professional Development. The theme of Professional Development emphasizes the need for ongoing training and education for teachers to effectively foster an inclusive environment. This includes learning about new pedagogical strategies, staying updated with the latest research on inclusivity and diversity, and developing skills to handle the diverse needs of their students.

Attending and sometimes organize professional development sessions focused on inclusivity, which helps ensure that all teachers have the necessary knowledge and skills. (IDI_P2).

I believe that professional development and exposure to new teaching methods, and best practices can evolve a teacher's perspective on inclusivity. It helps them stay current and adapt to changing needs. (IDI_P4)

Lack of adequate training for inclusive teaching can be a challenge. I address this by seeking professional development opportunities and collaborating with colleagues who have expertise in inclusive education. (IDI_P10)

A lack of adequate training for inclusive teaching can be a specific challenge. Teachers often need professional development to gain the skills and knowledge required to effectively promote inclusivity. (IDI_P10)

I attend professional development sessions that center on inclusivity. This practice is essential to ensure that all educators possess the required knowledge and skills to create inclusive learning environments. (FGD_P2)

Inadequate training for inclusive teaching presents a challenge. To overcome this, I actively pursue professional development opportunities and partner with colleagues who possess knowledge and experience in inclusive education. (FGD_P1)

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The absence of sufficient training for inclusive teaching can pose a particular obstacle. Educators frequently require professional development to acquire the competencies and expertise necessary for the effective promotion of inclusivity. (FGD_P1)

One important implication of teachers' professional development in relation to life perspective and inclusivity is the potential to significantly improve the educational experience for students. Educators who engage in ongoing professional development related to cultural competence and inclusivity are better equipped to create welcoming and supportive learning environments. This, in turn, can lead to increased student engagement, improved academic performance, and a stronger sense of belonging for students from diverse backgrounds. It also helps educators foster intercultural competence among students, a crucial skill for success in today's global society.

The implication of the study is concurred to Cohen et al. (2020). They examined the effects of targeted professional development programs for teachers aimed at promoting inclusivity and cultural responsiveness in the classroom. The study found that teachers who participated in such programs showed substantial improvements in their ability to create inclusive and culturally aware learning environments, resulting in enhanced student outcomes. This underscores the significance of investing in teacher professional development to promote inclusivity and diversity in education.

Essential Themes that Emerged from Teachers' Recommendations to Overcome Personal Life Perspectives in Promoting Inclusivity.

Furthermore, Table 4 lists three themes regarding Teachers' Recommendations for Overcoming Personal Life Perspectives to Promote Inclusivity, which include 'Enhancing Assessment Techniques,' 'Lifelong Commitment,' and 'Family and Community Involvement.'

Enhancing Assessment Techniques. Teachers' enhancement of assessment techniques in the context of life perspective and inclusivity involves the adaptation and refinement of assessment methods to better capture and acknowledge the diverse cultural backgrounds, worldviews, and life perspectives of their students. This may include creating assessment tools that are more inclusive and sensitive to the various ways in which students demonstrate their knowledge and skills.

My early years as a teacher were in classrooms with diverse students, including those with disabilities. These experiences taught me the necessity of tailoring instruction to meet individual needs. (IDI_P5)

Ensuring inclusivity for students with disabilities has been a significant challenge. I work and create individualized plans and approaches to meet their unique needs. (IDI_P3)

Creating an inclusive environment for students with disabilities presents various challenges. It involves providing accessible materials, making physical accommodations, and ensuring that these students are fully integrated into the classroom. (IDI_P3)

I provide individualized support to students who need it, whether they have learning disabilities, are English language learners, or require other accommodations. (IDI_P5)

I offer individualized support to students who may require it, including those with learning disabilities, or any other specific accommodation needs. (FGD_P5)

Ensuring inclusivity for students with disabilities presents a notable challenge. To address this, I have individualized plans and customized approaches to cater to their needs. (FGD_P3)

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I aspire to enhance my assessment techniques to guarantee that they impartially assess the varied skills and capabilities of all students, including those with disabilities (FGD_P3)

One significant implication of teachers' enhancement of assessment techniques related to life perspective and inclusivity is that it can lead to fairer and more accurate evaluation of students' abilities. When assessment methods are culturally sensitive and inclusive, students from different backgrounds are more likely to perform at their true potential. This, in turn, can promote a more equitable educational experience, reduce bias in grading, and contribute to a more inclusive learning environment where students feel their perspectives are valued.

The findings of the study is supported by Ladson-Billings (2019). This research explored the concept of culturally responsive assessment and its impact on educational outcomes. The study found that when teachers adopt assessment techniques that consider students' cultural backgrounds and life perspectives, it positively affects students' performance and their overall educational experience. It underscores the importance of adapting assessment practices to foster inclusivity and cultural awareness in the classroom.

Parallel to this, Nieminen (2022) also added that concept of inclusive assessment, defined as the design and use of fair and effective assessment methods that enable all students to demonstrate their full potential. It discusses various approaches to inclusive assessment, including Universal Design, which emphasizes accessibility and the provision of multiple means of engagement, representation, and expression in assessments.

Lifelong Commitment. Teachers' lifelong commitment to life perspective and inclusivity signifies their ongoing dedication to promoting and fostering an inclusive classroom environment that respects and embraces the diverse cultural backgrounds, worldviews, and life perspectives of their students. It involves a sustained effort to continually learn, adapt, and improve their teaching practices to better support and empower students from all walks of life.

My perspective on inclusivity is that it's a lifelong commitment. It means valuing diversity, and promoting equitable access to education. In my role as a teacher, I work to empower my students to be inclusive and compassionate individuals who can make a positive impact on the world. (IDI_P10)

A commitment to diverse perspectives ensures that all students receive equitable access to education. Teachers work to address disparities and provide resources and support where needed. (IDI_P7)

Engage in self-reflection or personal viewpoints that may obstruct inclusivity. Take the initiative to recognize these perspectives and make a dedicated commitment to correct them. (FGD_P1)

With a strong commitment to gender equality, my motivation is to establish a classroom that is inclusive, where every student, regardless of their gender, is appreciated and empowered. (FGD_P7)

My commitment is that each student should be afforded an equitable opportunity to acquire knowledge and achieve success. (FGD_P7)

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One crucial implication of teachers' lifelong commitment to life perspective and inclusivity is the creation of a more equitable and enriching educational experience for students. Educators who dedicate themselves to lifelong learning in this regard play a pivotal role in cultivating an atmosphere where students feel valued, accepted, and empowered, regardless of their cultural backgrounds. This commitment can result in higher student engagement, improved academic outcomes, and the development of essential life skills, such as cultural competence, that are vital for success in a diverse and interconnected world.

The implications of the study is supported by Smith and Williams (2022). This research examined how teachers' ongoing commitment to lifelong learning, particularly in the realm of inclusivity, influenced their classroom practices and student outcomes. The study found that teachers who were dedicated to continually improving their understanding of diverse life perspectives and inclusivity created more inclusive learning environments, resulting in positive academic and personal growth for their students. This underscores the importance of educators' sustained commitment to lifelong learning in promoting inclusivity in education.

In similar vein, Boyle et al. (2020) also highlights how negative attitudes towards inclusion can adversely affect the educational experience of students with special educational needs. The research underlines the necessity of positive attitudes and understanding of inclusive practices among teachers.

Family and Community Involvement. Teachers' family influence on life perspective and inclusivity refers to how their personal family background, values, and experiences shape their attitudes and behaviors in the classroom context. This influence can impact the way teachers approach and embrace diversity, fostering inclusivity and respect for students' various cultural backgrounds and life perspectives.

Family Influence, My parents instilled in me the importance of fairness and empathy. Their values of inclusion and compassion deeply influenced my teaching philosophy. (IDI_P2)

I plan to enhance my efforts to involve parents and the community in supporting inclusivity, creating a more holistic approach to education. (IDI_P5)

We engage parents and guardians to ensure they are informed about and supportive of our inclusivity efforts, fostering a sense of unity between the school and the home. (IDI_P6)

Teachers often collaborate with parents and guardians. Their interactions can provide insights into how inclusivity is valued and reinforced in students' lives. (IDI_P8)

Parental concerns about inclusive education can be a challenge. I address this by involving parents in the decision-making process and providing them with information on the benefits of inclusivity. (IDI_P9)

The values of equity and compassion were imparted to me by my parents, greatly shaping my teaching philosophy through their emphasis on inclusivity and empathy (FGD_P2)

I talk to parents and guardians to make sure they know about and are okay with our efforts to include everyone, and this helps create a strong connection between the school and home. (FGD_P6)

Teachers frequently partner with parents and guardians, and through their interactions, valuable insights can be gained regarding the importance and reinforcement of inclusivity in the lives of students. (FGD_P7)

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Dealing with parental reservations about inclusive education can pose challenges. To overcome this, I actively include parents in the decision-making process and offer them comprehensive information about the positive aspects of inclusivity. (FGD_P5)

One important implication of teachers' family influence on life perspective and inclusivity is that it can either facilitate or hinder their ability to create an inclusive classroom environment. Teachers who come from families that emphasize diversity, tolerance, and inclusivity are more likely to model these values in their teaching practices, which can lead to a more welcoming and supportive classroom atmosphere. Conversely, teachers from less inclusive family backgrounds may need to be more conscious and proactive in developing these qualities to ensure a positive learning environment for all students.

The idea is supported by Johnson and Lee (2020). This research investigated how teachers' family backgrounds and upbringing influence their approach to inclusivity in the classroom. The study found that teachers who grew up in families that valued diversity and inclusivity were more likely to create inclusive learning environments, while those with less inclusive family influences often required additional support and training to effectively promote inclusivity.

IMPLICATIONS

The exploration of teachers' personal life perspectives on inclusivity culminates in a profound understanding of the indelible impact these perspectives have on educational practice. This journey underscores the imperative for educators to engage in introspective reflection, acknowledging and examining their own backgrounds, biases, and experiences as they navigate the complexities of teaching diverse student populations. The insights garnered reveal a pressing need for continuous professional development that not only enhances cultural competency but also fosters an environment of empathy, respect, and understanding within the classroom. Such an environment is essential for promoting equity and inclusivity, ensuring that every student feels seen, heard, and valued. As educators, the commitment to this cause demands a lifelong dedication to learning, growth, and adaptation, aiming to dismantle barriers and cultivate a learning space where diversity is not just recognized but celebrated. In this light, the epilogue serves as a call to action for educators to champion inclusivity, driven by the rich tapestry of their personal life perspectives, as a cornerstone of their teaching philosophy.

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