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A Research Of How Successfully Teachers And Educational Educators Display Their Skill In The Curriculum, Including An Analysis Of The Tactics They Need And The Content Areas They Address

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ABSTRACT

Curriculum development and school improvement greatly benefit from teacher feedback. An effective curriculum is one that accurately reflects the program's guiding principles, learning outcomes, learning experiences, pedagogical tools, and summative evaluations. It may be topic-specific, providing either a basic or more detailed outline of what students might anticipate. The tool must be practical, helping educators create the unique plans, procedures, and resources their students need to thrive. The study's overarching goal was to ascertain whether elementary school instructors in the District of Bay had a sufficient understanding of inclusive education and its relationship to the academic success of students with disabilities. The purpose of this study was to investigate whether there is a correlation between teachers' familiarity with inclusive education practises and their students' performance on formative and summative assessments. Participants in this study are special education and inclusive classroom teachers in the Bay Area and Laguna Division. The statistical analysis makes use of the R-value, p-value, mean %, and frequency. The study's goals were to determine the typical respondent's demographic profile, as well as their level of knowledge, competence, and attitude about inclusive education and the academic achievement of students with special needs as measured by formative and summative assessments. The results of the research show a strong connection between the respondents' knowledge and their attitudes towards inclusive education. The theory is therefore disproved. The study's results and recommendations stress the need of giving schools that use inclusive education hiring preference for candidates who have worked with kids with special needs. The administration of the school should fund additional trainings for regular educators who are responsible for educating students with special needs. The local town education committee, parents, instructors, and the school all need to work together to solve the problems associated with inclusive education.

KEYWORD: Knowledge, Skills, Attitude, Teachers, Performance, Education, Curriculum Development, Successfully Teacher

1. INTRODUCTION

Simply said, education is the transmission of a society's accumulated wisdom, norms, values, and cultural practises from one generation to the next. Similarly, "education is the effect exerted by mature generations on those that are not yet ready for social life," which is a common definition of education. Instructors are in the enviable position of spending months getting to know the students in their courses, complete with their unique set of skills, interests, personality traits, and requirements. Seeing the diversity of my students' skillsets come together to form a cohesive classroom dynamic has been one of the most rewarding aspects of my teaching experience. It has been my observation that each classroom is special and intriguing in its own way because of the unique blend of students and teachers. According to the study authors, as cited by (Chaula, 2019), "Inclusion is connected to dedication to the notion of Education for all" by emphasising the need for and importance of providing education to all educators, adolescents, and adults by Special Needs Education. Researchers keep pushing for inclusionary practises to be institutionalised in more countries, and their latest book, The Educational Right for people who have disabilities: Towards Inclusion, is a big step in that direction. Inclusion International added to the advancements in inclusive education with the publication of Better Learning for All: A Global Report.

To be effective, curriculum creation must consider the culture, society, and expectations of the people it is aimed at. As a result, both the curriculum and the educational reform process are subject to ongoing evaluation and adjustment. While developing a curriculum may be difficult, it is crucial that all parties concerned, particularly those who have direct contact with students, be included in the process. Thus, this article was talk about how important it is for teachers to have a hand in creating curriculum, the difficulties educators encounter while doing so, how to be ready for this position, how to create curriculum, and finally, what teachers' roles should be (Laughlin et al., 2019). The educator plays a crucial role in ensuring that the curriculum is successfully implemented. Because of the quantity of knowledge, experiences, and expertise they possess, educators play a crucial role in the curriculum development process. Excellent teachers are vital to students' success since they are the ones responsible for delivering the curriculum and because they have the most knowledge about the teaching process. Teachers have the duty of learning and enforcing any curricula that was developed by others. For this reason, educational professionals should participate in creating curricula. There should be room in the curriculum for growth, for instance, for teachers' thoughts and ideas. While designing lessons, however, it's important to remember that teachers are a component of the classroom's larger ecosystem (Carl, 2019). For this reason, having input from educators is crucial to creating a worthwhile curriculum. Since they are also the implementers, teachers are brought in during the final stages of curriculum preparation.

2. BACKGROUND OF THE STUDY

Because relatively little details are known regarding inclusion programmes in schools. A solid conceptual foundation for Inclusive Education (IE) has not yet been formed since there is no national strategy to education that is inclusive of all pupils. It is challenging to explain the reasonable amount to which members of the school community must be involved in the education of Children with Special Needs (CSN) when there is a lack of preparation for a healthy practise of IE. High-quality school integration is reportedly in the works. A law that "establishes inclusive education by special education in all private and public elementary and secondary schools nationwide for children and youth with special needs and establishes the bureau of special education creating the implementing machinery thereof, providing guidelines for government financial assistance, incentives, and support, and for other purposes" was passed in 2011 under the name Special Education Act. The most crucial factors in the teaching of children with disabilities are instructors' knowledge, skills, and attitudes (Madou & Iserbyt, 2018). It has been noticed that most public-school instructors are not adequately orientated in the Department of Education (DepEd) inclusive education programme, which has been in place for over a year but has been shown to discriminate against students with disabilities. The author of the study argues that the success of inclusive or coordinated placements of students with impairments in regular classrooms depends critically on instructors' attitudes towards kids with SEN and each other's understanding of how to successfully educate them. Educators' mentality towards SEN kids has been cited in many studies as a key component in creating more welcoming classroom environments for all students. If regular classroom instructors don't see helping these students as an essential part of their jobs, they'll attempt to pass off responsibility for their education to someone else (often the special education teacher) and set up informal segregation in the classroom. The DepEd has set an ambitious objective of providing an equal education to all students. According to the research, instructors' attitudes and understanding about how to educate students with SEN are crucial to the effectiveness of inclusion or coordinated placement of children with disabilities in regular classes (SHAPE America, 2019). Teachers' mindsets towards teaching kids with SEN have been cited in several studies as a key component in creating more welcoming classroom environments for all students. If regular classroom teachers don't consider these pupils' education a priority, the school may resort to covert segregation to ensure that they receive the attention they need. Thus, it is crucial for the educational system to include and highlight issues related to IE within its Institutional Support Plan. In fact, the researcher advocated for special education training for educators based on her study's results on Inclusive Education. That the DepEd regional offices should include trainings for instructors who are working with children with special needs into their action plans, as well as solicit feedback from parents, guidance counsellors, nurses, and teachers. She also stressed the need of IE trainings and seminars for educators. The study also suggested thinking about things like access to clean water and toilets, the number of students per instructor, the textbook-to-student ratio, and parent-teacher partnerships (Ward & Lehwald, 2018). The study's key recommendation was to improve teachers' Knowledge, Skills, and Attitude (KSA) to help students with disabilities do better in the classroom. In the District of Bay, Division of Laguna, special education has been mainstreamed since 1990. The initial planning sessions took place in Barangay Dila. Bay Laguna's special education student body started off very small but has grown substantially since the year 2000. Inclusive Education has a long and storied history in the district, stretching back to the early 1990s and continuing into the present day. Given this, it is only fair that we continue to support the program's development and expansion.

3. LITERATURE REVIEW

A good teacher should have strong communication and listening skills, as well as the ability to work well in a group, be flexible, have empathy, and exhibit patience. An outstanding educator not only has a love for learning and instructing themselves, but also possesses the ability to foster that desire in their pupils. This is one of the many attributes that make an excellent educator. Both K-12 schools (referred to as "school-based educators") and higher education institutions may employ individuals with the role of educating future teachers. Some professionals spend their whole careers in the field of teacher education, while others are classroom teachers or university professors who additionally hold secondary posts in teacher preparation (Ward et al., 2018). A display is a collection of visible or tangible objects with the purpose of attracting attention and encouraging participation from viewers. It is crucial to make excellent use of this area since a classroom that is empty is a dismal classroom. There is a lot of wall space that can be filled with exhibits, so it is necessary to use all this space (Güneş, 2016).

A person who only has the job title of "teacher" is not an educator; an educator is someone who educates students in a classroom setting. Yet, a teacher is someone who provides their students with actual instruction. An educator is an outstanding teacher. This is the most important contrast that can be made between an educator and a teacher. When they teach a new ability to a student, they are participating in skill-based learning. This not only assists students in getting the correct answer during they practise sessions, but it also prepares them for future situations in which they may be required to use the same ability (Kim et al., 2018). In education, the term "content area" has largely replaced the terms "subject" and "subject area" to describe a specific body of information and set of skills taught to students. English, math, science, and social studies are the most often taught subjects in public schools. The term "direct instruction" refers to a kind of teaching in which the instructor takes the lead. As a result, the educator was delivering the content while addressing the class from the front of the room. Teachers provide pupils with detailed, step-by-step directions (Uygun, 2016).

4. RESEARCH METHODOLOGY

Quantitative research is a kind of study that takes numerical readings of variables, runs those readings through one or more statistical models, and then reports on the correlations and correlation coefficients found. A deeper grasp of the social world is what quantitative research is all about. In order to study phenomena that have an impact on individuals, researchers often resort to quantitative techniques. Objective facts expressed plainly in figures and charts are the product of quantitative research. The foundation of quantitative research is the systematic collection and analysis of numerical data. It can be used to get an overall picture, make educated guesses, look for patterns, and generalise results to bigger populations. The collection and analysis of numerical data is the antithesis of qualitative research (e.g., text, video, or audio). The fields of biology, chemistry, psychology, economics, sociology, marketing, and many more all make extensive use of quantitative research methods.

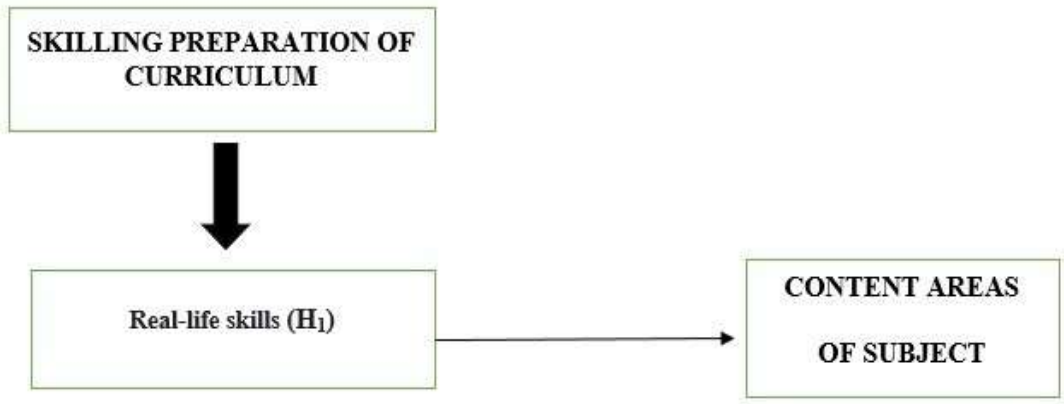
Sampling: A pilot study was conducted with the questionnaire using a group of 20 English faculty member from China and final study was conducted with the questionnaire on sample of 950 teachers. A total of questionnaires was distributed among English faculty member selected in a systematic random sampling. All the completed questionnaires were considered for the study and any incomplete questionnaire will be rejected by the researcher.

Data and Measurement: Primary data for the research study was collected through questionnaire survey (one-to-correspondence or google-form survey). The questionnaire was divided into two parts – (A) Demographic information (B) Factor responses in 5-point Likert Scale for both the online and non-online channels. Secondary data was collected from multiple sources, primarily internet resources.

Statistical Software: MS-Excel and SPSS 24 will be used for Statistical analysis.

Statistical tools: Descriptive analysis was applied to understand the basic nature of the data. Validity will be tested through factor analysis.

5. CONCEPTUAL FRAMEWORK



6. RESULTS

A total of 1050 questionnaires were distributed to the respondents. Out of this number 1000sets of the questionnaire were returned and 987 questionnaires were analysed using the Statistical Package for social science (SPSS version 25.0) software.

6.1 Factor Analysis:

Confirming the latent component structure of a collection of measurement items is a common utilisation Factor Analysis (FA). The scores on the observable (or measured) variables are thought to be caused by latent (or unobserved) factors. Accuracy analysis (FA) is a model-based method. Its focus is on the modelling of causal pathways between observed phenomena, unobserved causes, and measurement error.

The data's suitability for factor analysis may be tested using the Kaiser-Meyer-Olkin (KMO) Method. Each model variable and the whole model are evaluated to see whether they were adequately sampled. The statistics measure the potential shared variation among many variables. In general, the smaller the percentage, the better the data was suitable for factor analysis.

KMO gives back numbers between 0 & 1. If the KMO value is between 0.8 and 1, then the sampling is considered to be sufficient.

If the KMO is less than 0.6, then the sampling is insufficient and corrective action is required. Some writers use a number of 0.5 for this, thus between 0.5 and 0.6, you'll have to apply their best judgement.

KMO Near 0 indicates that the total of correlations is small relative to the size of the partial correlations. To rephrase, extensive correlations pose a serious challenge to component analysis.

Kaiser's cutoffs for acceptability are as follows:

Kaiser's cutoffs for acceptability are as follows:

A dismal 0.050 to 0.059.

0.60 - 0.69 below-average

Typical range for a middle grade: 0.70–0.79.

Having a quality point value between 0.80 and 0.89.

The range from 0.90 to 1.00 is really stunning.

Table 1: KMO and Bartlett's Test[a]

KMO and Bartlett's Test[a]		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.958
Bartlett's Test of Sphericity	Approx. Chi-Square	4950.175
	df	190
	Sig.	.000
a. Based on correlations		

This demonstrates the validity of assertions for sampling purposes. To further verify the relevance of a correlation matrices as a whole, Bartlett's Test of Sphericity was performed. Kaiser-Meyer-Olkin Sampling Adequacy Value is 0.958. The p-value for Bartlett's sphericity test was determined to be 0.00. Bartlett's test of sphericity showed that the correlation matrix isn't an identity matrix, with a significant test result.

6.2 Test for hypothesis

The objective of posing a hypothesis is to generate discussion about its plausibility and then to test that hypothesis to see how likely it is to be correct. Aside from a general survey of relevant prior research, the scientific process begins with the formulation of a hypothesis. The results of investigation will be predicted in a hypothesis. An unproven hypothesis is a response to research question. Depending on the scope of study, may need to develop a series of hypotheses to investigate various facets of research issue.

In education, the term "content area" has largely replaced the terms "subject" and "subject area" to describe a specific body of information and set of skills taught to students. English (or English language arts), math, science, and social studies are the most often taught subjects in public schools. Any academic field that is concerned with the production or consumption of products and services is referred to as a "content area," and the phrase is used interchangeably. If you were to school for marketing, for example, this would be the subject matter that you studied. The idea of "content area literacy" came into being when it became clear to educators that they were responsible for transferring information across a broad range of subject areas. Literacy in a subject area refers to a level of mastery in both the knowledge and application of information that is particular to the discipline. Everyone who has any aspirations of earning a livelihood in either of those industries absolutely must have it. It is possible for teachers to assist students in developing topic area literacy by introducing them to a wide range of literature that is associated with a certain subject area. The Content Area does not restrict itself to the topic being taught but rather is dependent on it. If I were a math instructor, I may, for instance, provide a class on ratios and proportions. Proportional logic is therefore the subject matter at hand. Now that physical science is a subject area, utilise the physics of levers to apply the ratios. If I also need explanations in writing, then language arts must be included. Standards in reading, writing, and speaking are at the heart of the basic Reading and Language Arts curriculum taught in all primary school classrooms. In addition to concentrating on critical thinking and problem solving; communication and teamwork; creativity and invention; and technology, the curriculum also covers the five pillars of reading teaching (comprehension, phonics, phonemic awareness, fluency, and vocabulary) (Saraç, 2017).

A person's life skills are the essential talents that they have gained via education and/or experience that enable them to operate effectively in daily settings. These abilities allow them to do things like cook, clean, and manage money. Teaching a particular skill is an example of skill-based learning. Using this method, they can assist students get the right answer not just in the practise the researchers provide, but also in any future encounters they may have with the same ability. Skill education, also known as Vocational Education and Training or VETT, and its variants Career education and Technical Education & Training, aim to provide students with the knowledge and abilities necessary to succeed in non-academic fields that are directly relevant to a chosen profession. Skills like problem solving, critical thinking, decision making, communication, collaboration, and personal and societal responsibility that led to effective citizenship have become more important in the modern world (Spees, 2018).

On basis of the above discussion, the researcher formulated the following hypothesis, which will analyse the relationship between real-life skills and content areas of subject.

H_{01}: "There is no significant relationship between real-life skills and content areas of subject."

H_1: "There is a significant relationship between real-life skills and content areas of subject."

In our study (H_1***"There is a significant relationship between real-life skills and content areas of subject."*** and (H_{01}) "***There is no significant relationship between real-life skills and content areas of subject***." was rejected as per the analysis.

Table.2: ANOVA test (H_1)

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	74506.320	242	4382.725	227.737	.000
Within Groups	1382.590	406	16.861		
Total	75888.910	648			

In this study, the result is significant. The value of F is 227.737, which reaches significance with a *p*-value of .000 (which is less than the .05 alpha level). This means the *"**There is a significant relationship between real-life skills and content areas of subject**."* is accepted and the null hypothesis is rejected.

7. CONCLUSION

The focus of this article is on discussing foundational concepts that teacher educators need to grasp to effectively instruct students in skill analysis. Researchers have found that existing and aspiring educators alike aren't getting the preparation they need to make accurate diagnoses and implement solutions based on the results of skill analyses and the development the CCK and SCK information sources. This is a pressing issue that has lasted for quite some time (ZIMAN, 2018). Since instructors cannot teach anything, they do not know, enhancing CCK and SCK should be a focal point of teacher education programmes. This is not so simple to accomplish in the curriculum that is subject to various standards and requirements but is also frequently criticised. Teachers can't influence or evaluate students' learning unless they can tell the difference between correct and incorrect student performance. The solution to this problem is to strengthen instruction on talent analysis in academic courses for future PE teachers. Students with special needs now have access to inclusive education programmes on a global scale. Results showed a statistically significant correlation between respondents' levels of knowledge and their attitudes towards inclusive education. Little support was found for the other hypotheses because of the absence of evidence linking skills and knowledge, mindset and abilities, and inclusive education. Thus, according to Blasé (2019), it is imperative for educators to participate in special education workshops. She argues that the DepEd regional offices should incorporate trainings for instructors who are working with children with special needs into their action plans, as well as solicit input from parents, guidance counsellors, nurses, and teachers. She also harped on the importance of IE trainings and seminars for educators. She went on to say that it is also important to think about things like access to clean water and toilets, the number of students per instructor, the number of books available, and the involvement of parents (Handler, 2018).

8. LIMITATION

Every study has limitations. The study will include only 987 participants which is a small sample size. Again, the study will teachers who have been exposed for a period longer or less than three years depending on their job duties. This survey will be conducted by a questionnaire method, hence if a survey participant is contacted by phone rather than online, their answers may change.

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