Disability Awareness Seminar and Workshop: Assessing Teachers’ Degree of Willingness in Providing Learning Support for Students with Special Needs

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ABSTRACT:
This study pursued to determine Teachers’ Degree of willingness to provide learning support for students with special needs by inviting the participants to attend a disability awareness seminar and workshop. It utilized a quantitative quasi-experimental research design. The 40 Thai Teachers of Bangkok Tawiwit School were the participants in this study. This study was anchored in Albert Bandura’s Self-Efficacy Theory, which relates to how teachers’ view of their capabilities in handling students with special needs affects their openness and willingness to provide learning support for them. The results imply a positive impact of the disability seminar and workshop; the participants’ level of awareness of signs and characteristics of disabilities and degree of willingness to provide learning support for students with special needs as they both increased after attending a disability awareness seminar and workshop. The positive impact was also evident in the significant difference found on the same variables mentioned before and after attending a disability seminar and workshop, which are p-values of 0.001. No significant relationship was found between the Level of awareness of signs and characteristics of disabilities and the Degree of willingness to provide learning support for students with special needs before attending a disability awareness seminar and workshop. The Pearson r value implied weak correlations, and the p-value is greater than the p-value of 0.05. However, a significant relationship was found among the variables after attending the disability awareness seminar and workshop. The Pearson r value implied a strong correlation, and the p-value is less than the p-value of 0.05.

Keywords: special education, disability awareness, learning support, accommodations and modifications

I. INTRODUCTION
Teachers play a significant part in students’ learning and development. They should not only know the lessons to be taught but also show great care and attention to how each learner learns. They should be able to inspire their students to give their best. Students look up to their teachers in many aspects, and they can shape children’s futures through the values, knowledge, and behavior that they model and teach in the classroom. Teachers’ skills in teaching and handling diverse learners are significant in the learning and development of each learner. Students grasp the lessons and demonstrate their abilities in different ways and paces. Some students could appear to be delayed in some aspects, and some could be considered fast learners. Children may have their own unique developmental pace. However, they still develop new skills in a predictable order. Children need adults’ guidance and support to reach their full development. Guidance and support include providing an
environment conducive to learning. A patient and motivated teacher could make the students inspired and motivated as well to aim higher and reach the fullest of their capabilities.

Students’ success in finishing their school tasks is greatly influenced by the teachers’ strategy of discussing the lessons, the teacher’s way of explaining the possible ways of accomplishing the tasks, and the teachers’ ability to identify their students’ specific way of learning and expression of learning. McLeod (2020) mentioned that according to Vygotsky (1978), the child’s essential learning happens through social interaction with a proficient tutor. The tutor may provide verbal instructions and model behaviors for the child. Vygotsky pertains to this as dialogue cooperatively or collaboratively. The child seeks to grasp the instructions or actions given by the tutor (usually the parents or teachers), process the information and uses it as a guide to monitoring his or her performance.

It is greatly needed that teachers are knowledgeable in identifying their student's learning strengths and weaknesses and have skills in providing appropriate guidance and support suitable to the need of their students.

General education these days should be equipped to handle learners with diverse needs. Teachers should be knowledgeable on how to specifically teach and handle each student. Teachers’ awareness of the needs of their students and knowledge of ways to address them could affect their patience in teaching and handling their students as well as their perception of certain learning accommodations and modification and their effort to address the specific needs of their students. Teachers’ self-efficacy continually emerges as a significant factor in the effectiveness of teaching activity by its great influence on teachers’ behavior in the classroom and the effort they exert in the endeavor (Barni, D., Danioni, F. & Benevene, P. 2019; Klassen and Tze, 2014; Klassen et al, 2009). According to Agbenyega & Klibthong (2015), the result from the workshops on collaborative inquiry shows that a lack of needed skills and training on inclusive education caused powerlessness and stress for most teachers, which result in unresponsive teaching practices. The teachers’ felt it’s most frustrating and stressful when they try to handle the behavior outbursts of students with disabilities.

It is concerning to hear and see frustrated and irritated teachers complaining about some of their students who are difficult to teach and handle in their classes. Some they call “naughty”, “really slow”, and “impossible to understand”. Kafonogo, F.M., & Bali, T. A. L. (2013), found that there are 15% of students in regular classrooms had learning disability attributes. Unfortunately, classroom teachers barely notice them. As a result, these students constantly go through stereotypes and ‘name-calling’ such as “impossible”, “problem” or “dull” learners. Most of the time, they are put in situations where the experience physical punishment as a way to manage symptoms of their learning disabilities such as short attention span, hyperactivity, and inability to accomplish class-appropriate literacy or numeracy-related activities.

The study of Lund (2021), significantly implies the existence of students with learning disabilities stereotypes and the importance of support for students including support systems. Teachers in general education find it difficult to provide appropriate learning support to students with special needs because they do not know the approaches and strategies to apply and are not aware of the signs of disabilities especially learning disabilities. According to Marfo, Mensak & Nantwi (2020), it is commonly known that the majority of regular education teachers are not skilled and competent to adapt to curricular and physical environments to provide support to students to be able to adjust. There is an
immediate need to pay attention to approaches that will help and support students with special educational needs to be able to perform well in general education classrooms (Marfo, Mensak & Nantwi, 2020; Rose, 2002).

Amidst the difficulties of general education teachers in providing learning support to their students with special needs in a regular classroom, the Covid-19 pandemic came which added challenges to them on how to teach their students, especially those with special needs. At the beginning of the pandemic, many schools stopped face-to-face classes and started to transition to online learning (Alshamri, 2020; UNESCO, 2020). As the teachers are not knowledgeable of the strategies to teach students with special needs, they could not provide advise to parents on how they can properly and effectively assist their children while studying at home. Parents’ main worry regarding their children learning online includes their lack of experience in providing support to their children as they learn online (Duraku & Nagavci, 2020; UNESCO 2020c). Several students with disabilities find online learning difficult because they require a well-structured learning environment and to interact with their classmates and teachers (Smith, 2020).

Teachers were trained on using online platforms to be able to teach online. Classes are going back to face-to-face, though there are still instances to teach online when they are high cases of Covid-19 in schools. Teachers are now more flexible and comfortable in teaching both online and onsite because they were already trained. In the same way concerning teaching students with special needs, teachers need to be trained to have adequate knowledge on useful accommodations and modifications for the teachers to be confident, motivated, and willing to come up with appropriate and effective strategies to be able to guide their students in improving their current skills and capabilities, discovering new skills and reaching their full development. Center for Parent Information and Resources (2020), mentioned that suitable adaptations, accommodations, and modifications are the main factors that make classroom instructions and activities successful. Guided by the background mentioned, this research was conceptualized.

Disability Awareness is making people aware of disabilities and providing them with information that they need to perform a task accordingly and be able to distinguish good from bad practices (Enham Trust, 2019).

According to Senploy (2021), disability awareness is an important matter for teachers considering that they are usually the ones who teach in the classrooms regarding this topic. Teachers need to be familiar with various types of disabilities and should have the confidence to answer students’ questions regarding them. It is also a need for the teachers to know that each person’s condition is different even if they have the same type of disability or have the same appearance and behavior; therefore; they must note that it is not appropriate to assume based on their looks.

Learning support is services, assistance, or support given to help students with special needs maximize the benefits of the teaching and learning process (Ali et al, 2018).

According to The Janus School (2021), to help the students succeed, accommodations and/or modifications are provided for students with learning difficulties as support. It is needed that Parents and teachers cooperatively develop individualized learning programs by identifying first each child’s strengths and areas that need to be enhanced and using them as the bases for developing the said program.

Disabilities, Opportunities, Internetworking, and Technology (DO-IT) 2022, accommodation can be described as allowing an individual with a disability to be able to
have access to the lesson content and/or be able to complete their activities by making
adjustments in the learning environment, the format of curriculum and/or providing
necessary equipment.

Blackwelder (2018), Accommodation does not modify the curriculum in any way, instead, it provides an avenue for each student to be able to access the same learning content as what other students receive. With the continuous development of technology, students have a variety of opportunities to access accommodations in learning. Examples of accommodations are: providing sign language interpreters, allowing them to respond orally instead of written, reading the text to the student or providing access to a scribe, providing large printed materials, allowing the use of voice to type applications instead of asking the student to type or write, extending instruction, like video playlists or allowing access to exemplars, allowing additional time to finish the test or assignment and alternate settings for the students to accomplish the tasks.

Disabilities, Opportunities, Internetworking, and Technology (DO-IT) (2022), modifications can be described as an adjustment in the curriculum which is made for students with special needs to be able to grasp all the lessons and learning materials. For instance, assignments can be in a lesser number and significantly modified for the primary student who has a cognitive difficulty that hinders the student to grasp the content of the lesson in the general education class that he/she is in.

Blackwelder (2018), modifications can be allowing a student to answer fewer items, providing leveled text or adaptations, simplifying the words, allowing outlining instead of essays, modifying grades based on the goal for the student, and allowing access to audiobooks or videos.

According to Marfo & Nantwi (2020), regular education teachers encounter many challenges in teaching students with special needs. The said challenges are identifying students with special educational needs, accepting students with special educational needs, managing the classroom, instruction methods, teachers’ inability to teach students with special educational needs, insufficient funding, an inflexible system of curriculum and examinations, and not enough educational facilities.

Ahammed (2018), found that the main challenges that teachers faced in teaching students with learning disabilities are the structure of curriculum and teaching materials, lack of time, issues related to students’ behaviors, motivating students, building self-esteem, parents’ expectations, and emotional issues of students.

The study by Hamma (2019), determined that appropriate inclusive instructional strategies were not used by regular teachers in teaching students with disabilities in inclusive classrooms. Commonly, teachers focus on traditional methods of teaching which fail to address inclusive education students’ educational needs. Hamma (2019), Majority of the general education teachers display a negative attitude toward the inclusion of students with disabilities.

Teachers realized that giving instruction in a face-to-face classroom and giving instructions in an online platform is not just different but challenging (Smith, 2020; Young & Donovan, 2020).

According to Ferri, F., Grifoni, P., & Guzzo, T., (2020), there’s a need for teachers to be trained to improve their skills in digital specifically in online education for them to be able to sufficiently plan and apply for the new pedagogical program. Even though the students are most likely familiar with online devices, they may not be ready for learning and study
remotely which will make getting their attention difficult. Additionally, parents may not have the level and competency in language that is needed to have digital skills.

Inclusive Education Initiative (2020), the education emergency during the pandemic did not only affect millions of students but also 63 million primary and secondary teachers. Several teachers were uncertain about their responsibilities and roles and find it difficult to connect with their students using methods of distance learning which are new and unfamiliar to them. Teachers see that the inadequate capability of parents and caregivers in facilitating the interaction between learners and teachers to assist learners with disabilities at home is the reason for such uncertainty and difficulty.

Teaching methods should be innovated to make the students engaged, motivating them to be active and participative, which is challenging because they are only connected online. There is a specific need for new strategies and approaches to keep the students’ attention and participation on screen for long period (Ferri, F., Grifoni, P., & Guzzo, T., 2020).

According to UNICEF (2017), inclusive education is an educational structure that embraces all students, welcomes and assists them to learn, regardless of who they are and what their capabilities are, and their necessities. This implies making sure that the curriculum and teaching, classrooms, school buildings, playgrounds, transport, and toilets are suited for every child at any level. Inclusive education is about all children learning together in schools. None of them should be excluded. Each child including children with disabilities has the right to inclusive education.

Thailand’s 1997 Constitution and the 1999 National Education Act both protect the rights to education of children with disabilities. The past involvement and the sustained advocacy of dedicated disability group leaders in the foundation of non-governmental organization educational programs for children with disabilities was the motivation for these achievements. The disability groups put their efforts into cooperating with parent organizations over many years before the government approved the responsibility for this task. (UNESCO, 2009).

Agbenyega & Klibthong (2015), even though inclusive Education in Thailand seems favorable at the practical and policy level, significant alteration in teachers’ current knowledge from traditional methods to incorporate teaching strategies that would accommodate all children. For instance, past research presented that most Thai teachers feel not ready to teach learners with and without disabilities appropriately in inclusive classrooms (Agbenyega & Klibthong, 2014; Dapudong, 2014; De Boer, Pijl, & Minnaert, 2011). In this manner, a significant number of children who are viewed as hard to teach tend to be excluded from activities in the classroom.

According to the data from World Health Organization (WHO), there are more than one billion of the population of the world display some kind of disability, and 93 million of them are below 14 years old children. There are an estimated 40,000 children in Thailand yearly who are born who could have some kind of learning disability, the majority are dyslexic. Yet, there’s limited knowledge about the learning disabilities of children and their effect on learning results, addressing the needs of these children is a concern that many countries in the Asia-Pacific region are facing (Akiyama, 2019).

Vibulpatanavong (2017), stated that there are students with disabilities in general education schools in Thailand who join special classrooms full-time throughout the schools and attend only extra-curricular activities with regular students. Occasionally students with
disabilities in Thailand’s general education classrooms may appear as physically included but may not provide an appropriate education for those students. In addition, —adaptations and modifications for students with special needs in regular classrooms are not common in Thailand. General Education teachers’ Training on adaptations of curriculum and instructions could improve the inclusion of all learners in regular classrooms.

Klibthong & Agbenyega (2013), found in their study investigating the knowledge skills and practices of preschool teachers concerning inclusive education of young learners in Thailand showed in an interview that the teachers and teaching assistants were insufficiently prepared to teach in an inclusive program. Even though teachers and teaching assistants had learned some inclusion theory, hands-on knowledge on modification of curriculum and support for children with disabilities was not familiar to them. Agbenyega & Klibthong (2015), including the limited know-how and skills, most of the teachers (9 out 11) throughout the workshops in collaborative inquiry stated that they do not know about modifying the curriculum for teaching children with disability.

It was pointed out by Vibulpatanaavong (2017), that though it looks like Thailand has made a significant development in granting students with disabilities access to education in regular schools, it is time now for Thailand to move further in giving attention to the quality of education that is provided to the children with disabilities in regular schools. Moreover, Dapudong (2013), stated that for Thai teachers to implement the government programs appropriately, there’s a need for them to swiftly improve their knowledge of the provision of the legislation. Teachers should be eager to improve their qualifications in teaching and be positive in responding to the existing mandates that refer to the services of special education provided for children with special needs.

Teachers’ awareness and ability to teach students with special needs are now crucial the ever. The implication of the nationwide drive to bring out students with disabilities from inaccessibility is that most students with disabilities spend nowadays in general-education classrooms instead of learning separately in special-education classes. It implies that teachers in general education teach more students with disabilities but there is not much training to make them ready (Mader, 2017).

Mavis (2021), Through knowing the best approach to teaching all types and levels of learners, you will be able to identify the approach in which more students learn, not only those who have special needs. The population of special education students studying most of their stay in general education classrooms raised 9% from 2005 to 2014, as classrooms became more inclusive than they’ve been before. Students diagnosed with disabilities are also increasing – from 2017 to 2018, there were 7 million students with disabilities (13.4% of all students). This is an indication that teachers in general education, with insufficient special education training, are the one are ones in charge of the majority of their education.

According to Allison Academy (2022), data from research implies that children with disabilities spend 80% of their time in general education classrooms which implies that they are studying in regular education. It means that they study the same lessons aside from other particular things that are accomplished differently. Therefore, for instance, possible struggles with reading and writing can be solved by oral exams. For that reason, special education should be an essential aspect of basic education programs with trained teachers to teach in an inclusive learning environment.

High teaching competencies are needed in dealing with the challenges of teaching students with learning disabilities as part of diverse learners. It can cause more stress for
teachers if they do not have sufficient skills. Behavior problems and insufficient teaching competence to give proper education programs for all students are two major concerns that cause teachers stress. Furthermore, teachers’ competence has a great impact on the teaching-learning process. Moreover, providing learning accommodations and modifications to be able to address the diverse learning needs of the students is one of the teachers’ required professional competencies (Rudiyati, Mumpuniarti & Puja, 2017).

Agbenyega & Klibthong (2015), cited Lee, Tracey, Barker, Fan & Yeung (2014), teachers gain more knowledge regarding the characteristics of each type of disability and how can children with special needs learn more successfully through teacher training. Through teaching training, teachers also learn to modify teaching to help all children and provide appropriate approaches to address behavior and learning concerns within the classrooms.

Dan (2019), suggests that all training programs for teachers should address the concern about teachers’ implementation of inclusion policy in kindergarten and equip future kindergarten teachers to feel competent in implementing programs grounded on knowledge and not dependent on their intuitions or hit-and-miss. It is also to make sure that children with special needs are correctly included in the communities they live and are educated.

In terms of bringing out the best in students, motivating the students is a crucial task. Helping the students recognize their capabilities is part of a teacher’s task. Preferably, it is a requirement for the teacher to perform a profoundly established analysis of the possible concerns that may cause students to be unmotivated. For example, social issues such as family concerns. Also, there are times when physical conditions deter a student from attaining their best work. With that, ensuring that students overcome their challenges and do extremely well in their studies is part of a teacher’s role (Khlystov, 2020).

Numerous students with special needs are having difficulty learning independently. Every so often they need specific instruction and scaffolded support, such as breaking down the task into parts that the learner can handle, visual aids, and often checking to see if they are on target. Teachers can provide prompts and assistance in the classroom. Students could also be excused sometimes from the class and have sessions with specialists to learn necessary skills for focus, emotional or behavioral, self-regulation, and problem-solving (Branstetter, 2020).

The term ‘Scaffolding’ was formed as a representation to illustrate the manner of support provided by a teacher or peer to assist learning. During scaffolding, the teacher assists the students to gain mastery of a task or concept that the students cannot understand in the beginning. The teacher provides support only with the skills that are outside the students’ abilities. It is important to allow the students to finish as many activities as possible independently. The Teacher only tries to assist the student with activities that are not to the student’s present ability. There would likely have student inaccuracy, but with prompting and feedback from the teacher, the student can accomplish the task or goal. As the student gain mastery of the task, the teacher starts the process of “fading” or slowly taking out the scaffolded support, which allows the students to perform their tasks independently (West, Swanson & Lipscomb, 2021).

In the study of Chitiyo, M., Et al. (2019), Ninety Percent (90%) of the participants expressed that they need inclusive education-related professional development. The result of the study coincides with past studies which indicate teachers in Ghana lack competent capabilities to teach effectively inclusive classroom students with special educational needs.
According to the study of Crispel, O, & Kasperski, r. (2019), the teachers emphasized two important changes after undergoing a retraining program in special education. The first is about issues on particular adoption of strategies and methods in teaching suited for learners’ ability. The second change that was indicated by the teachers is the change in the style of teaching which became more sensitive and considerate to the general needs of students and specifically to the students with learning disabilities need (Crispel, O, & Kasperski, r., 2019).

The study by Istiarsyah, I. (2019), revealed that training on special education regarding practices in inclusive education improves the self-efficacy of teachers to teach and assist students with special needs and it also makes the teachers more effective in classroom practices implementation, which is a factor that contributes to the inclusive education’s success.

According to Vaz et al. (2015), it emerges be a general accord that teachers’ attitude toward inclusion is crucial in the implementation of the determined goal of inclusive schools and for the success of these strategies. Efforts to identify factors related to the attitude of teachers concerning inclusion have been mixed so far, although notable tendencies are implying that support availability and perception of competence are all crucial aspects. Therefore, the results from the recent study further added knowledge on the various pattern of factors to consider in promoting a positive attitude towards inclusive education. Relevantly, the recent study gives a better understanding of the importance of gender, age, teaching self-efficacy, and targeted training on attitudes related to teaching students with disabilities.

According to Bolourian, et.al. (2021), negative perception regarding inclusive practices and/or students with special needs greatly affects the teachers’ willingness to accommodate students with special needs and impacts their confidence to integrate students with disabilities effectively in their classroom activities.

Williamson (2014), cited (Campbell, Gilmore & Cuckelly, 2003), teachers need to feel comfortable and confident in their capability to teach for them to have a positive attitude. This points back to the administration’s responsibility to give necessary resources and opportunities for all the teachers to further develop their professional skills and acquire knowledge and skills to teach students with special needs. A negative attitude may develop among teachers who are uncomfortable teaching students in inclusive classrooms which results in fewer learning opportunities and lower expectations for students with disabilities.

According to Vaz et al., (2015), it appears that the main factor that affects teachers’ ability to change teaching methods is knowledge. Teachers’ knowledge can be categorized into content knowledge (i.e., understanding of the subject), pedagogical knowledge (i.e., consists of teaching and classroom management strategies), and pedagogical content knowledge (i.e., the how of teaching a particular content to a specific student in a distinct context). Teaching students with disabilities training was linked to favorable attitudes towards inclusion. Nonetheless, encouraging a degree in inclusive teaching did not have a significant impact on the model. It might be interesting to further study whether specifically designed training that prepares teachers to be able to teach students with special needs may be more effective in inculcating all aspects of knowledge than formal inclusive teaching training. As it appeared in the current study as well as in previous findings that low self-efficacy in teaching skills was linked to a negative attitude, further reiterates the significance of paying attention to teachers’ knowledge. When seeking to influence teachers’ attitudes
positively towards inclusion, an emphasis should be particularly on the enhancement of pedagogical knowledge associated with students with disabilities. Moreover, it has been reported that knowledge about specific disabilities and/or conditions influences attitudes positively. This implies that inclusive teaching strategies in general may not be adequate and that knowledge of pedagogical content may be improved by understanding how specific diagnoses affect students and their learning.

The result of the study of Koustourakis & Efthymiou (2014), showed that kindergarten teachers’ disposition could influence their inclusion effort for the following reasons: a) kindergarten teachers who joined in this study expressed a low level of conformity to the specific policy; and, b) kindergarten teachers displayed a low level of readiness to teach students with special needs as they reasoned that they have no appropriate knowledge, skills and teaching training and experience that is needed for this purpose. Therefore, when there are students with disabilities who join their kindergarten classroom the teacher would possibly feel anxious, insecure, and afraid. Moreover, they tend to instantly seek assistance from kindergarten school advisors particularly from Special Education advisors to get support and assistance from special education personnel to teach the students with special needs. Hence, to be able to change the dispositions of kindergarten teachers and for them to assist students with special needs in mainstream kindergarten classrooms, the need to establish an official special education training program for teachers in kindergarten emerged from this study.

The study of Charley (2015), showed that higher levels of self-efficacy were related to more favorable attitudes toward inclusion and that overall teacher efficacy, instructional strategies efficacy, and teacher type predicts teachers’ attitude toward inclusion. To be specific, instructional strategies efficacy and teacher type also predict the advantages and disadvantages of inclusion subscale scores, and the TSES total scale, the subscale instructional strategies efficacy, as well as teacher type predict professional issues of Inclusion subscale scores. As revealed by these results, teachers’ attitudes toward inclusion could be improved through the enhancement of teachers’ level of self-efficacy. Administrators of schools could make this happen by providing training not just in instructional strategies but also in inclusive practices. With that, teachers’ self-efficacy level could improve and could result in an improvement of teachers’ attitude towards inclusion which will potentially improve the outcome of students.

Ng (2015), stated that raising awareness regarding practices in an inclusive classroom is very important. Training and professional development for teachers would help increase awareness and knowledge and this could result in more teachers with a positive attitude towards teamwork with shadow teachers and other support personnel. There’s a need for the Ministry of Education and schools to emphasize the importance of mainstream teachers’ support for shadow teachers and other important personnel. It would also be beneficial if the school can provide more school staff and lessen the number of students in classes.

Teachers have a great influence on students’ success. Their method of teaching and their willingness to provide learning support for students with learning difficulties has a great impact on how students overcome their difficulties and believe that they can accomplish a certain task and be able to do more challenging activities.

Teachers in General education have difficulty handling the challenges of teaching students with special needs and tend to be reluctant to provide learning support for their students due to inadequate knowledge and skills in teaching students with special needs in
general education classrooms. Most teachers concentrate on the traditional way of teaching which does not address the learning needs of students with special needs (Hamma, 2019). Despite encouraging policy and practical level of inclusive education in Thailand, a considerable need for teachers to transition from traditional teaching approaches to inclusive approaches should be addressed (Agbenyaga & Klibthong, 2015).

Teachers’ Awareness of different signs and characteristics of disabilities and possible strategies and techniques that can be used in teaching students with learning difficulties is needed to encourage teachers to provide learning support for their students with special needs. Therefore, general-education teachers need to be trained to have adequate skills to teach in an inclusive classroom (Rudiyati, Mumpuniarti & Puja, 2017; Mader, 2017; Allison Academy, 2022; Dan, 209) for them to be able to provide appropriate learning accommodations and modifications (Rudiyati, Mumpuniarti & Puja, 2017) and be able to address the behavioral and learning issues in the classrooms appropriately (Agbenyega & Klibthong, 2015).

The review of related literature and studies relates to the current study as the researcher attempts to assess teachers’ willingness in providing learning support for students with special needs before and after attending a disability awareness seminar and workshop.

Theoretical Framework

This research is anchored in Albert Bandura’s Self-Efficacy Theory. Albert Bandura is a Canadian-American and an influential social-cognitive psychologist. This theory explains the importance of how teachers’ view of their capabilities in handling the diverse needs of students affects their openness and willingness to provide learning support for their students.

Guo, Y., Et. Al (2014) cited Dembo & Gibson (1985), self-efficacy theory is based on social cognitive theory (Bandura, 1986, 1997) and is theorized as one’s perception of his or her competencies to achieve the preferred level of performance (Bandura, 1997). In the education setting, self-efficacy pertains to teachers’ perception related to their capability to attain desired change in children’s accomplishments (Bandura, 1995). Bandura (1995) suggested that belief in own abilities is a strong drive that affects one’s motivation to perform. Further, self-efficacy is linked to the effort an individual allots in the endeavor and perseverance when faced with difficulties. Consequently, a teacher with low self-efficacy possibly gives less effort in the preparation and delivery of classroom instruction and gets easily discouraged when children experience difficulty.

Self-efficacy is one of the different aspects that affect Teachers’ effectiveness. The formulation of self-efficacy was formulated by psychologist Albert Bandura in his cognitive theory. Self-Efficacy is a person’s belief in their own capabilities to achieve a specific task. Teachers who highly believe in their capabilities will accomplish higher goals while teachers who have low belief in their capabilities will be hindered by their fear of failing (Hussain & Khan, 2022)

There are plenty of studies regarding teacher self-efficacy relating to different aspects. Students success is one of these aspects which have been established to be positively related to teacher efficacy in plenty of related research (Alibakashi, et al, 2020, Almog & Shechtman, 2007; Caprara, Barbaranelli, Steca, & Malone, 2006; Chacon, 2005; Chaplain, 2008; Guo, Piasta, Justice, & Kaderavek, 2010; Ross, 1992).
According to Charley, (2015), relating to Bandura’s (1977) theory of self-efficacy and social cognitive theory (1986) concerning inclusive education classroom practices of general education teachers, teachers who do not have enough knowledge regarding strategies in inclusive education may feel not competent to implement the said strategies. Teachers’ low level of self-efficacy regarding inclusive practices may lead to teachers not putting effort to apply inclusion strategies. Furthermore, teachers’ attitudes toward inclusion can be affected by their low self-efficacy. Teachers having a low level of self-efficacy can affect teachers’ attitudes, which could discourage them more to not actively putting effort into the implementation of inclusive classroom strategies. Teachers not actively applying strategies that provide proper support to students with special needs for them to be able to succeed will result in these students not being likely to be successful.

In the recent study of Kazanopoulos, Tejada, & Basogain (2022), teachers demonstrated high efficacy in utilizing inclusive instruction in collaborating and dealing with distracting behaviors. Teachers with special education backgrounds, who have training in special education, who have more than a year of experience in special education, who attended at least one type of training, and who joined in a conference have higher self-efficacy.

Concerning Bandura’s self-efficacy theory, the teachers’ knowledge and awareness of signs and characteristics of disabilities which will be broadened through a disability awareness seminar and workshop would widen the perspective of teachers regarding accommodations and modifications and would improve their willingness to provide and come up with more appropriate and more effective ways to support their students, especially those who have special needs. With the support mentioned, students will be guided and encouraged to accomplish their tasks independently, improve their current skills and capabilities, build their confidence, and reach their full potential.

**Conceptual Framework**

![Conceptual Framework Diagram]

**Figure 1. Research Paradigm**

Figure 1 shows the objective of the researcher to encourage willingness in providing learning support for students with special needs.
The paradigm shows that the disability awareness seminar and workshop influence the teachers’ level of awareness of signs and characteristics of disabilities and their willingness in providing learning support for students with special needs. The said awareness and willingness need to improve through professional development such as seminars and workshops. The disability seminar and workshop would help increase teachers’ awareness of signs and characteristics of disabilities and their degree of willingness in providing learning support for students with special needs which will result in having appropriately supported and guided students reaching their full potential.

**Research Questions:**

This study sought to answer the following research questions:

1. What is the level of awareness of the Bangkok Tawiwit School Thai Teachers before and after attending a disability awareness seminar and workshop in terms of signs and characteristics of disabilities?

2. What is the degree of willingness of the Bangkok Tawiwit School Thai Teachers before and after attending a disability awareness seminar and workshop in terms of willingness in providing learning support for students with special needs?

3. Is there a significant difference in the response of Bangkok Tawiwit School Thai Teachers before and after attending a disability awareness seminar and workshop on the following variables:

   3.1 Level of awareness of signs and characteristics of disabilities
   3.2 Degree of willingness in providing learning support for students with special needs

4. Is there a significant relationship between the response of Bangkok Tawiwit School Thai Teachers before and after attending a disability awareness seminar and workshop among the following variables:

   4.1 Level of awareness of signs and characteristics of disabilities
   4.2 Degree of willingness in providing learning support for students with special needs

5. What recommendations can be made based on the findings of this study?

The hypotheses in this study are hereby stated as null:

There is no significant difference in the response of Bangkok Tawiwit School Thai Teachers on the Level of awareness of signs and characteristics of disabilities and the Degree of willingness in providing learning support for students with special needs before and after attending a disability awareness seminar and workshop.

There is no significant relationship between the response of Bangkok Tawiwit School Thai Teachers before and after attending a disability awareness seminar and workshop among the Level of awareness on signs and characteristics of disabilities and the Degree of willingness in providing learning support for students with special needs.

This study sought to assess Thai teachers’ degree of willingness in providing learning support for students with special needs through the participants’ responses before and after a disability awareness seminar and workshop.

It intended to find the significant difference in the response of Bangkok Tawiwit School Thai Teachers before and after attending a disability awareness seminar and workshop on the Level of
awareness of signs and characteristics of disabilities and the Degree of willingness in providing learning support for students with special needs.

This study also tried to find the significant relationship between the response of Bangkok Tawiwit School Thai Teachers before and after attending a disability awareness seminar and workshop among the Level of awareness of signs and characteristics of disabilities and the Degree of willingness in providing learning support for students with special needs.

This study was limited in finding the respondents’ level of awareness of signs and characteristics of disabilities and Degree of willingness in providing learning support for students with special needs before and after a disability awareness seminar and workshop.

The disability awareness seminar and workshop were conducted in Thai and given by a Thai resource speaker. The participants are limited to 40 Thai Teachers, teaching Pre-Kindergarten, Primary and Secondary levels of Bangkok Tawiwit School in Huai Kwang district, Bangkok Thailand.

II. METHODLOGY

A qualitative quasi-experimental design was used in this research to determine the Teachers’ Level of Awareness of signs and characteristics of disabilities and their Degree of willingness to Providing Learning Support for Students with Special Needs before and after attending a disability seminar and workshop.

A quasi-experimental design is a research design that seeks to find a cause-and-effect relationship between independent and dependent variables. With this research design, subjects are given to groups on non-random criteria (Thomas, 2022).

The study was conducted in Bangkok Tawiwit School, Pracha Uthit Road, Huay Kwang, Bangkok, Thailand. Bangkok Tawiwit School is the official name of the school but it is more popularly known as Bangkok Bilingual School. It is a private school accredited by Cambridge International School. It offers a Cambridge Bilingual International Programme and integrates the National Bilingual curriculum with the Cambridge International curriculum and assessment. Bangkok Tawiwit School has Pre-Kindergarten, Primary and Secondary levels.

Bangkok is the capital city and main port of Thailand. It is on the delta of the Chao Phraya River, which is approximately 25 miles (40 km) from the Gulf of Thailand (Sternstein, 2022).

Bangkok Tawiwit School opened in May 2002 and offers a Bilingual Curriculum (English and Thai) for Grades 1, 2, and 3. Kindergarten and Grade 4 levels were added in 2003. Then, Grade 5 was added in 2004, and Grade 6 in 2005. Bangkok Tawiwit School was a school for Pre-Kindergarten to Grade 6 until February 2019. In 2020, the school added Grade 7 and continuously adds one (1) level each year and commits to adding until Grade 12. Therefore, Grade 7 was added in May 2020, Grade 8 in May 2021, and Grade 9 in May 2022.

The participants of this study were the Thai teachers of the Bangkok Tawiwit School only, not including the foreign teachers of the school. 70 teachers are teaching in Bangkok Tawiwit School. Among the 70 teachers mentioned 40 are Thais and 30 are Non-Thais. The participants of this study were all 40 Thai teachers of Bangkok Tawiwit School from Pre-Kindergarten to Secondary level.

The researcher used a self-made survey questionnaire which was translated into Thai for a better understanding of the participants. The instrument used in this study includes demographic questions for the profile of the participants. Questions on awareness of signs and characteristics of disabilities and questions on willingness in providing learning support
for students with special needs consisted of the questionnaire to measure the participants’ level of awareness of signs and characteristics of disabilities and their degree of willingness to provide learning support for students with special needs.

The demographic questionnaire consisted of information about participants’ profiles such as age, gender, years in the teaching profession, grade level currently teaching, and the highest degree attained.

The researcher adopted a 5-point Likert scale for the questionnaire with the following response sets: 1 - Not at all aware to 5 - Very much aware (to measure the participants’ awareness of signs and characteristics of disabilities) and 1 – Not so willing to 5 – Very much willing (to measure the participants’ willingness to provide learning support for students with special needs). The respondents’ answers were averaged to obtain the scale score.

The self-made survey questionnaire was validated by 3 experts in the field of special education and questionnaire construction to confirm that the questionnaire measures what it intends to measure. The first expert validator holds a Doctorate Degree, has expertise in the field of research, education, and psychology, and is currently working as a Graduate school professor. The second expert validator also holds a Doctorate Degree, has expertise in the field of special education, psychology, and research, and works as a Special Education Teacher. The third expert validator holds a Doctorate Degree, has expertise in the field of Special Education and research, and works as a graduate school professor. After the validation, the questionnaire was translated into Thai by a Thai Special Education expert. Further, a pre-test was conducted to identify possible questions that are not clear to the participants and questions that could lead to biased responses. 5 of the pre-test participants were part of the actual sample and 10 were not part of the actual sample.

In the process of data gathering for the study, the researchers followed the following ethical procedures:

1. The researchers asked permission from the School Director of Bangkok Tawiwit School to conduct the study in Bangkok Tawiwit School.
2. The researchers organized a disability awareness seminar and workshop entitled “Understanding and Addressing Students’ Diverse Learning Needs” consisting of 2 parts, Session 1: Developing awareness of different disabilities and Session 2: Classroom Accommodations and Modifications by contacting a Thai Resource Speaker.
3. The researchers invited the Thai teachers of Bangkok Tawiwit School to the disability awareness seminar and workshop by sending the seminar and workshop poster via email and in Line application.
4. The researchers surveyed Bangkok Tawiwit School teachers’ common challenges in teaching their students. This was conducted to give the speaker an overview of the top concerns of the participants.
5. The researchers worked with the resource speaker in preparing the program and content of the seminar and workshop.
6. The researchers gave out the questionnaires to the Thai Teachers of Bangkok Tawiwit School before the disability awareness seminar and workshop assuring them that their responses will be kept confidential.
7. The researchers retrieved questionnaires from the Thai Teachers before the start of the seminar and workshop.
8. The researchers encouraged the teachers to attend and participate in the organized seminar and workshop.
9. The researchers gave out the questionnaires to the Thai Teachers of Bangkok Tawiwit School after the disability awareness seminar and workshop assuring them that their responses will be kept confidential.

10. The researchers retrieved the questionnaires from the Thai Teachers before they leave the event room.

11. The researchers collated, tabulated, and analyzed the data gathered.

   To analyze the data, the following statistical tools were used:
   - Weighted mean was used to determine Bangkok Tawiwit School Thai Teachers’ level of awareness of signs and characteristics of disabilities and degree of willingness in providing learning support for students with special needs before and after a disability seminar and workshop.
   - Paired T-test was used to determine if there’s a significant difference in Bangkok Tawiwit School Thai Teachers’ Level of awareness of signs and characteristics of disabilities, and Degree of willingness in providing learning support for students with special needs before and after attending a disability awareness seminar and workshop.
   - Pearson-r was used to determine if there is a significant relationship between Bangkok Tawiwit School Thai Teachers’ Level of awareness of signs and characteristics of disabilities and Degree of willingness in providing learning support for students with special needs before and after attending a disability awareness seminar and workshop.

**Ethical Considerations**

In the process of data gathering for the study, the researchers carefully and strictly considered a few ethical considerations. These are standard principles and values that differentiate right from wrong.

All policies regarding the welfare and protection of the participants were considered. Bangkok Tawiwit School’s standard operating procedure was followed in organizing the seminar and workshop and conducting the research as the researchers submitted a formal research and activity proposal to the school director. The nature and purpose of the study were properly discussed with the school director and were clearly explained to the participants.

The researchers complied with the Privacy and confidentiality Rule of Bangkok Tawitwit School and Thailand’s Personal Data Protection Act BE 2562 (PDPA). The Participants were properly informed that they are not required to participate in the study and that it is their own choice whether they will participate or not and that they can withdraw from participating when they choose to. They were assured that their responses will be kept confidential and their identities will not be disclosed.

The researchers also made sure to paraphrase statements from different researchers and cited them to avoid plagiarism.
III. RESULTS

Table I

Level of Awareness of Bangkok Tawiwit School Thai Teachers Before and After Attending the Disability Awareness Seminar and Workshop in terms of Signs and Characteristics of Disabilities

<table>
<thead>
<tr>
<th>Signs and Characteristics</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trouble learning and using spoken and written language</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>Difficulty in organizing thought and engaging in a conversation</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>Extreme sensitivity to sound</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>Frequently struggle with pronunciation (based on the standard for each age)</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>Broken words (e.g., pauses within a word)</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>Repetition of syllables, sounds, or monosyllabic words</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>Inappropriate actions or emotions under normal circumstances</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>Lack of eye contact</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>Frequently demonstrate difficulty sustaining attention in tasks or play activities</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>Frequently do not seem to listen when spoken to directly</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>Often blurts out an answer before a question has been completed</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>Frequently fidgets with hands or feet or squirms in the seat</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>Frequently demonstrate slow, inaccurate reading and or spelling skills (based on the standard for each age)</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>Extreme difficulty applying mathematical concepts, facts, or procedures to solve mathematical problems</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>Poor balance and or eye and hand coordination</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>Frequently demonstrate difficulty spacing things out on paper or within margins (poor spatial planning)</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>Frequently demonstrate unusual wrist, body, or paper position while writing</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>Performs sudden movement/s and or makes sudden sounds repeatedly</td>
<td>WM</td>
<td>VI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Composite Mean</th>
<th>WM</th>
<th>VI</th>
</tr>
</thead>
</table>

Legend: 5(4.21–5.00) – Very Much Aware (VMA), 4(3.41–4.20)–Very Aware (VA), 3(2.61–3.40) Moderately Aware(MA), 2(1.81–2.60)–Slightly Aware (SA), 1(1.00–1.80) – Not at All Aware (N)

Table II

Degree of Willingness of Bangkok Tawiwit School Thai Teachers Before and After Attending the Disability Awareness Seminar and Workshop in terms of Providing Learning Support

<table>
<thead>
<tr>
<th>Providing Learning Support</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am willing to teach every student in my class, including those with disabilities.</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>I am willing to use and provide large print teaching materials and worksheets for a child with visual impairment.</td>
<td>WM</td>
<td>VI</td>
</tr>
<tr>
<td>I am willing to research and find ways to give appropriate learning support to my students who have difficulty understanding the lessons.</td>
<td>WM</td>
<td>VI</td>
</tr>
</tbody>
</table>
I am willing to read all instructions and information aloud even if they are already visually provided for my students. 4.23 VMW 4.73 VMW
I am willing to set up preferential seating close to the teacher’s desk and/or away from high-traffic areas for students who easily distracted 4.43 VMW 4.68 VMW
I am willing to try to identify the source of a student’s high energy level. 4.15 VW 4.68 VMW
I am willing to provide a break when I see it necessary to regain students’ focus. 4.08 VW 4.58 VMW
I am willing to note and avoid the possible environmental triggers that can cause an unnecessary outburst in a particular child. 4.18 VW 4.58 VMW
I am willing to allow students who have difficulty answering orally to demonstrate their learning in a non-oral form (ex. writing or use of assistive technology). 3.98 VW 4.50 VMW
I am willing to receive training on how to better help and handle students with special needs. 4.23 VMW 4.75 VMW

**Composite Mean**

| 4.07 | VW | 4.61 | VMW |

Legend:  5(4.21-5.00) – Very Much Willing (VMW), 4(3.41–4.20)– Very Willing (VW), 3(2.61-3.40)–Somewhat Willing (SW), 2(1.81-2.60)–Slightly Willing (SLW), 1(1.00-1.80) – Not at all Willing (NR)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Computed Paired T-test Value</th>
<th>p-value</th>
<th>Decision</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Awareness on Signs and Characteristics of Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before</td>
<td>3.57</td>
<td>-4.635</td>
<td>0.001</td>
<td>Reject the Null Hypothesis</td>
<td>Significant</td>
</tr>
<tr>
<td>After</td>
<td>4.32</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree of Willingness in Providing Learning Support for Students with Special Needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before</td>
<td>4.07</td>
<td>-5.600</td>
<td>0.001</td>
<td>Reject the Null Hypothesis</td>
<td>Significant</td>
</tr>
<tr>
<td>After</td>
<td>4.61</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: p-value ≤ 0.05 – significant, p-value > 0.05 – not significant

<table>
<thead>
<tr>
<th>Variable</th>
<th>Computed Pearson r Value</th>
<th>Description</th>
<th>p-value</th>
<th>Decision</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of awareness of signs and characteristics of Disabilities vs Degree of Willingness in Providing Learning Support for students with special needs</td>
<td>0.187</td>
<td>Very Weak Correlation</td>
<td>0.289</td>
<td>Do Not Reject the Hypothesis</td>
<td>Not Significant</td>
</tr>
</tbody>
</table>
Note: p-value ≤ 0.05 – significant, p-value > 0.05 – not significant value mentioned presents weak correlations and the p-value mentioned is greater than the p-value 0.05 which means not significant, therefore, the hypothesis is not rejected.

Table IV B
Relationship on the Response of Bangkok Tawiwit School Teachers
After Attending a Disability Awareness Seminar Workshop
Among the Given Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Computed Person r Value</th>
<th>Description</th>
<th>p-value</th>
<th>Decision</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of awareness of signs and characteristics of Disabilities vs Degree of Willingness in Providing Learning Support for students with Special Needs</td>
<td>0.710</td>
<td>Strong Correlation</td>
<td>0.001</td>
<td>Significant</td>
<td>Reject the Hypothesis</td>
</tr>
</tbody>
</table>

Note: p-value ≤ 0.05 – significant, p-value > 0.05 – not significant

DISCUSSION
Problem No. 1. Level of awareness of Bangkok Tawiwit School Thai Teachers before and after attending the disability awareness seminar and workshop in terms of signs and characteristics of disabilities.

Table I shows that the participants’ awareness of signs and characteristics of disabilities increased after attending a disability seminar and workshop with majority of value index (VI) improved and the weighted mean (WM) of all items under signs and characteristics increased from the weighted mean of 3.75 to 4.45 in item 1 (Trouble learning and using spoken and written language), 3.75 to 4.48 in item 2 (Difficulty in organizing thought and engaging in a conversation), 3.55 to 4.13 in item 3 (Extreme sensitivity to sound), 3.50 to 4.20 in item 4 (Frequently struggle with pronunciation-based on the standard for each age), 3.50 to 4.38 in item 5 (Broken words e.g., pauses within a word), 3.40 to 4.23 in item 6 (Repetition of syllables, sounds, or monosyllabic words), 3.93 to 4.53 in item 7 (Inappropriate actions or emotions under normal circumstances), 3.60 to 4.28 in item 8 (Lack of eye contact), 3.78 to 4.30 in item 9 (Frequently demonstrate difficulty sustaining attention in tasks or play activities), 3.73 to 4.43 in item 10 (Frequently do not seem to listen when spoken to directly), 3.75 to 4.50 in item 11 (Often blurts out an answer before a question has
been completed), 3.80 to 4.30 in item 12 (Frequently fidgets with hands or feet or squirm in the seat), 3.58 to 4.35 in item 13 (Frequently demonstrate slow, inaccurate reading and or spelling skills-based on the standard for each age), 3.45 to 4.38 in item 14 (Extreme difficulty applying mathematical concepts, facts, or procedures to solve mathematical problems), 3.28 to 4.13 in item 15 (Poor balance and or eye and hand coordination), 3.28 to 4.18 in item 16 (Frequently demonstrate difficulty spacing things out on paper or within margins - poor spatial planning), 3.15 to 4.25 in item 17 (Frequently demonstrate unusual wrist, body, or paper position while writing) and 3.45 to 4.35 in item 18 (Performs sudden movement/s and or makes sudden sounds repeatedly). The result also shows that the Value Index of the participants’ responses on items 1, 2, 5, 7, 8, 9, 10, 11, 12, 13, 14 and 18 improved from Very aware (VA) to Very much aware (VMA), items 6 and 17 from Moderately aware (MA) to Very much aware (VMA) and items 15 and 16 from Moderately aware (MA) to Very aware (VA) while participants’ response on items 3 and 4 remained Very aware (VA) before and after attending a disability seminar and workshop.

The composite mean of the responses under the awareness of signs and characteristics of disabilities increased from 3.57 with a value index (VI) Very aware (VA) before the seminar and workshop to 4.32 with a value index (VI) Very much aware (VMA) after the seminar and workshop.

Agbenyega & Klibthong (2015), cited Lee, Tracey, Barker, Fan & Yeung (2014), teachers acquire more knowledge about the characteristics of each of the different types of disabilities and how can children with special needs learn more successfully through teacher training.

**Problem No. 2.** Degree of the willingness of Bangkok Tawiwit School Thai Teachers before and after attending the disability awareness seminar and workshop in terms of providing learning support.

Table II shows that the participants’ willingness in providing learning support for students with special needs improved after attending a disability seminar and workshop with the majority of value index (VI) improved and the weighted mean (WM) of all items under willingness in providing learning support for students with special needs increased from the weighted mean of 3.98 to 4.65 in item 1 (I am willing to teach every student in my class, including those with disabilities.), 3.78 to 4.45 in item 2 (I am willing to use and provide large print teaching materials and worksheets for a child with visual impairment.), 3.73 to 4.48 in item 3 (I am willing to research and find ways to give appropriate learning support to my students who have difficulty understanding the lessons.), 4.23 to 4.73 in item 4 (I am willing to read all instructions and information aloud even if they are already visually provided for my students.), 4.43 to 4.68 in item 5 (I am willing to set up preferential seating close to the teacher’s desk and/or away from high-traffic areas for students who are easily distracted), 4.15 to 4.68 in item 6 (I am willing to try to identify the source of a student’s high energy level.), 4.08 to 4.58 in item 7 (I am willing to provide a break when I see it necessary to regain students’ focus.), 4.18 to 4.58 in item 8 (I am willing to note and avoid the possible environmental triggers that can cause an unnecessary outburst in a particular child.), 3.98 to 4.50 in item 9 (I am willing to allow students who have difficulty answering orally to demonstrate their learning in a non-oral form ex. writing or use of assistive technology), and 4.23 to 4.75 in item 10 (I am willing to receive training on how to better help and handle students with special needs.). The result also shows that the Value Index (VI) of the participants’
responses on items 1, 2, 3, 6, 7, 8, and 9 improved from Very willing (VW) to Very much willing (VMW) and participants’ responses on items 4, 5 and 10 remained Very much willing (VMW) before and after attending a disability seminar and workshop. The composite mean of the responses under willingness in providing learning support for students with special needs increased from 4.07 with a value index (VI) Very Willing (VW) before the seminar and workshop to 4.61 with a value index (VI) Very much willing (VMW) after the seminar and workshop.

Similarly, the study of Koustourakis & Efthymiou (2014), mentioned that to be able to change the dispositions of kindergarten teachers and for them to assist students with special needs in mainstream kindergarten classrooms, it is needed to establish an official special education training program for teachers in kindergarten emerged from this study.

Dapudong (2013), stated that for Thai teachers to implement the government programs appropriately, there’s a need for them to swiftly improve their knowledge of the provision of the legislation. Teachers should be eager to improve their qualifications in teaching and be positive in responding to the existing mandates that refer to the services of special education provided for children with special needs.

Problem No. 3. Difference in the response of Bangkok Tawiwit School Thai Teachers before and after attending a disability awareness seminar and workshop on the following variables:

3.1 Level of awareness of signs and characteristics
3.2 Degree of willingness in providing learning support

Table III shows the positive outcome of the disability awareness seminar and workshop as the mean of participants’ responses from before to after the seminar and workshop on the Level of awareness of signs and characteristics of disabilities and Degree of willingness to provide learning support for students with special needs increased. On the Level of awareness of signs and characteristics of disabilities, the mean increased from 3.57 to 4.32 with a computed Paired T-test value of -4.635 and p-value of 0.001 which rejects the null hypothesis as it is less than the p-value 0.05. The mean of the participant’s responses increased in Degree of willingness in providing learning support to students with special needs from 4.07 to 4.61 with a computed Paired T-test value of -5.600 and p-value of 0.001 which rejects the null hypothesis as it is less than the p-value 0.05.

The result confirms the statement of Vaz et al., (2015), it appears that the key factor that affects teachers’ ability to modify teaching methods is knowledge. Ng (2015), also stated that training and professional development for teachers would help increase awareness and knowledge and this could result in more teachers with a positive attitude towards teamwork with shadow teachers and other support personnel. There’s a need for the Ministry of Education and schools to emphasize the importance of mainstream teachers’ support for shadow teachers and other important personnel.

The result aligns with the recommendation of Dan (2019), all teachers’ training programs should address the concern about teachers’ implementation of inclusion policy in kindergarten and equip future kindergarten teachers to feel competent in implementing programs grounded on knowledge and not dependent on their intuitions or hit and miss. It is also to make sure that children with special needs are correctly included in the communities they belong to and are educated in.
Problem No. 4. Relationship on the response of Bangkok Tawiwit School Thai Teachers before and after attending the disability awareness seminar and workshop among the following variables:

1. Level of awareness on signs and characteristics of disabilities
2. Degree of willingness in providing learning support for students with special needs

Table IV A shows that there is no relationship between the Level of awareness of signs and characteristics of disabilities and the Degree of willingness in providing learning support for students with special needs with a 0.187 Pearson r value and p-value of 0.289 before attending a disability awareness seminar and workshop. The Pearson r value mentioned presents weak correlations and the p-value mentioned is greater than the p-value 0.05 which means not significant, therefore, the hypothesis is not rejected.

Table IV B shows that there is a significant relationship between the Level of awareness of signs and characteristics of disabilities and the Degree of willingness to provide learning support for students with special needs with a 0.710 Pearson r value and p-value of 0.001 after attending a disability awareness seminar and workshop. The Pearson r value mentioned presents strong correlations and the p-value mentioned is less than the p-value 0.05 which means significant, therefore, the hypothesis is rejected.

The result relates to the study of Vaz et al. (2015), as it appeared in the recent study as well as in former findings that low self-efficacy in teaching skills was linked to a negative attitude, further reiterating the significance of paying attention to teachers’ knowledge. When seeking to influence teachers’ attitudes positively towards inclusion, an emphasis should be particularly on the enhancement of pedagogical knowledge associated with students with disabilities. Moreover, it has been reported that knowledge about specific disabilities and/or conditions influences attitudes positively.

According to Bolourian, et.al. (2021), negative perception concerning inclusive practices and/or students with special needs greatly affects the teachers’ willingness to accommodate students with special needs and impacts their confidence to integrate students with disabilities effectively in their classroom activities.

Summary of Findings
Among the important findings of this research were:

The participants’ level of awareness of signs and characteristics of disabilities increased after attending the disability seminar and workshop with the majority of value index (VI) improved and the weighted mean (WM) of all items under the awareness of signs and characteristics of disabilities increase. The composite means increased from 3.57 with a value index (VI) Very aware (VA) before the seminar and workshop to 4.32 with a value index (VI) Very much aware (VMA) after the seminar and workshop.

The participants became more willing to provide learning support for students with special needs with the majority of the value index (VI) of their responses improved and the weighted mean (WM) of all items under willingness in providing learning support for students with special needs increased. The composite means increased from 4.07 with a value index (VI) Very Willing (VW) before the seminar and workshop to 4.61 with a value index (VI) Very much willing (VMW) after the seminar and workshop.

There is a significant difference in participants’ Level of awareness of signs and characteristics of disabilities and Degree of willingness in providing learning support for
students with special needs before and after attending a disability seminar and workshop which both got a p-value of 0.001 which lead to rejection of the null hypothesis.

No significant relationship was found between the Level of awareness of signs and characteristics of disabilities and the Degree of willingness in providing learning support for students with special needs with a 0.187 Pearson r value and p-value of 0.289 before attending a disability awareness seminar and workshop. The Pearson r value mentioned implied a very weak correlation and the p-value mentioned which is greater than the p-value 0.05 led to the hypotheses not being rejected.

However, a significant relationship was found between the Level of awareness of signs and characteristics of disabilities and the Degree of willingness in providing learning support for students with special needs with a 0.710 Pearson r value and p-value of 0.001 after attending a disability awareness seminar and workshop. The Pearson r value mentioned which implied a very strong correlation and the p-values mentioned being less than the p-value 0.05 led to the hypotheses being rejected.

CONCLUSIONS

Based on the foregoing findings, the following conclusions were drawn:
1. The disability awareness seminar and workshop influenced the improvement of participants’ level of awareness of signs and characteristics of disabilities.
2. The disability awareness seminar and workshop influenced the improvement of participants’ degree of willingness in providing support for students with special needs.
3. The disability awareness seminar and workshop has a positive impact on the difference in teachers’ level of awareness of signs and characteristics of disabilities and degree of willingness in providing learning support for students with special needs before and after attending a disability awareness seminar and workshop as both variables increased after the seminar and workshop.
4. The disability awareness seminar and workshop has a positive impact on the relationships between the level of awareness of signs and characteristics of disabilities and the Degree of willingness in providing learning support for students with special needs as a strong correlation was found in the responses after the seminar and workshop.
5. Based on the findings of the study, it is concluded that professional developments such as seminars, workshops, and training that will better equip teachers in teaching students with special needs will encourage the teachers to be more willing to provide learning support for their students.

RECOMMENDATIONS

In the light of the conclusions drawn from the study, the following are hereby recommended:
1. Teachers should attend and be encouraged to attend seminars, training, and workshops that will enhance their knowledge and skills in teaching and providing learning support for students with special needs in general education classes.
2. The school should provide and organize professional development training for its teachers on teaching strategies for diverse learners at least once a year to equip its teachers to enhance their skills and improve their motivation in trying their best to provide a better learning experience and outcome for their students.
3. The same study can also be done with English Department Teachers of Bangkok Tawiwit School.
4. It is also recommended that the school promote Peer mentoring among teachers on strategies and techniques for teaching and handling students with special needs.

REFERENCES


