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EMPOWERING TEACHERS TO ADDRESS CHALLENGES FACED BY CHILDREN WITH LEARNING DISABILITIES

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ABSTRACT

This study investigates the relationship between instructional interactions and the social-emotional competencies of inclusive educators working with children with learning difficulties. Using a sample of 147 inclusive educators, the study reveals critical interrelationships between dimensions of teaching practices and social-emotional abilities, depending on inter-correlation analysis. The findings emphasize the crucial role of cooperative learning, classroom discussions, and self-assessment in creating effective teaching techniques, as well as the significance of social-emotional competences such as self-awareness and relationship skills. The current study emphasizes the importance of equipping instructors to handle the problems faced by children with learning disabilities through improved teaching strategies and emotional intelligence.

INTRODUCTION

Inclusive education seeks to give equitable learning opportunities to all students, including those with learning difficulties. Teachers have a critical role in providing a supportive environment, which necessitates a combination of successful instructional interactions and strong social-emotional competencies. Children with learning disabilities frequently encounter difficulties with comprehension, social integration, and emotion management, necessitating specific instructional strategies [6]. This study looks into how the interplay of instructional exchanges and social-emotional abilities helps educators effectively address these problems. It also investigates how these factors interact and contribute to addressing issues for children with learning disabilities. The research, which focuses on 147 inclusive educators, provides evidence-based ideas for improving teacher efficacy and student outcomes.

REVIEW OF LITERATURE

The literature emphasizes the importance of instructional interactions in promoting cognitive and emotional development among students. Cooperative learning, classroom debates, and self-assessment have all been associated to increased engagement and academic performance [9]. These strategies also help children develop critical thinking and self-efficacy. On the other hand, social-emotional competences are critical for instructors to effectively manage classroom dynamics and meet varied needs [10] & [15] and researchers found that teachers with strong emotional regulation and social awareness can foster a positive learning environment. Despite these findings, there has been little research on their combined impact on inclusive education, particularly for children with learning difficulties [7]. This study aims to fill this vacuum by examining their combined influence on inclusive education, particularly for children with learning difficulties, which calls for additional investigation.

NEED FOR THE STUDY

The need of equipping instructors to meet the obstacles that children with learning disabilities confront in inclusive education settings is widely recognized, but the relationship between instructional exchanges and social-emotional competencies is poorly understood. This study states a substantial gap in the literature by concentrating on the combined effect of these two important elements. Children with learning difficulties frequently face challenges with comprehension, social integration, and emotional regulation, impeding their

academic and personal development. To address these issues, tailored educational methodologies and emotionally supportive surroundings are important. The effect of instructional interactions such as cooperative learning, classroom debates, and self-assessment on student engagement, critical thinking, and academic achievement. These strategies are especially useful in inclusive classrooms with various learning needs. Teachers' social-emotional abilities, such as self-awareness, emotional control, and relationship management, are critical for fostering a supportive and inclusive classroom atmosphere. Educators with high emotional intelligence can better meet the special needs of students with learning impairments, instilling a feeling of community and drive. While each factor has been investigated independently, there is little research on their combined impact on teaching efficacy in inclusive education. This gap demands a dedicated inquiry to have a comprehensive understanding of how these characteristics interact and contribute to tackling the issues that children with learning disabilities experience. Inclusive education is a key component of equal learning opportunities, but instructors frequently lack the required tools and training to manage its intricacies. By investigating the interrelationships between instructional interactions and social-emotional competences, this project hopes to give evidence-based insights for teacher development programs, so improving their ability to serve children with learning impairments.

METHODOLOGY

A quantitative research design was employed, involving 147 inclusive educators handling children with learning disabilities. Data were collected using validated scales to measure instructional interactions, teaching practices and social-emotional competencies of educators handling children with learning disabilities. Teachers took part in a self-assessment using the Self-Assessing Social and Emotional Instruction and Competencies (SASEIC) instrument, which was created to examine their own social and emotional learning. There are two divisions in the tool's second section namely;

- **Section 2 – Instructional Interaction Assessment - Part A:** Self-assessment implementation of teaching practices aiming on cooperative learning, classroom discussions, self-assessment and self-reflection, balanced instruction, academic press and expectations and competence building.

- **Section 2 – Instructional Interaction Assessment - Part B:**

Self-assessment teachers' own SEL competencies, focusing on self-awareness, self-management and Emotion regulation, Social awareness, Relationship/Social Skills and Responsible decision making

Pearson's correlation analysis was used to assess the correlations between the characteristics of instructional interaction, teaching techniques, and social-emotional competences of educators in inclusive schools that serve students with learning difficulties. Three inter-correlation tables were utilized to present the results.
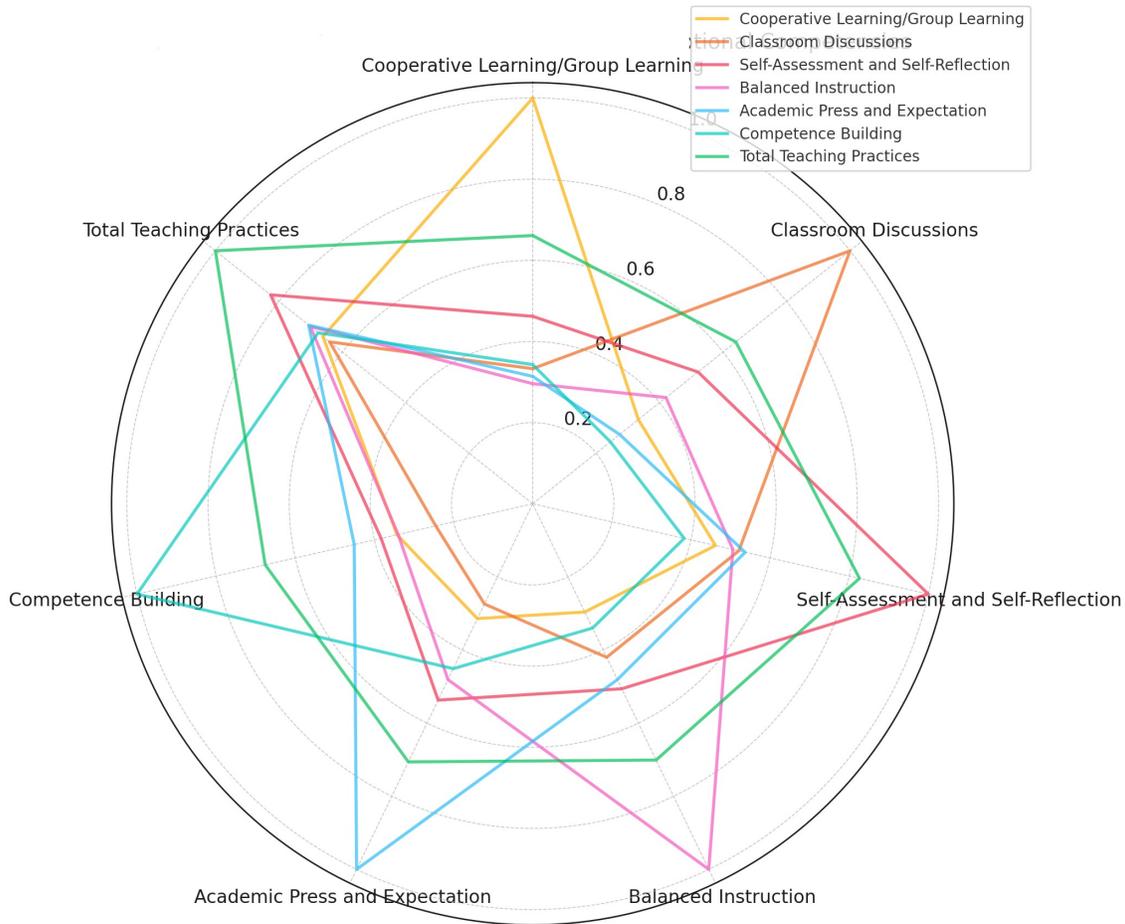
RESULTS AND DISCUSSION

Table 1: Inter correlation between dimensions of Instructional Interactions Assessment: Self-assess Implementation of Teaching Practices

Instructional interactions	Cooperative Learning/ Group Learning	Classroom Discussions	Self-Assessment and Self-Reflection	Balanced Instruction	Academic Press and Expectation	Competence Building-Modeling, Practicing, Feedback, Coaching	Total Teaching Practices
Cooperative Learning/Group Learning	1						
Classroom Discussions	0.333**	1					
Self-Assessment and Self-Reflection	0.462**	0.521**	1				
Balanced Instruction	0.296**	0.420**	0.506**	1			
Academic Press and Expectation	0.314**	0.274**	0.537**	0.481**	1		
Competence Building-Modeling, Practicing, Feedback, Coaching	0.343**	0.245**	0.383**	0.340**	0.451**	1	
Total Teaching Practices	0.661**	0.640**	0.826**	0.701**	0.706**	0.676**	1

**. Correlation is significant at the 0.01 level

Table 1 shows the relationships between dimensions of instructional interactions, such as cooperative learning, classroom discussions, self-assessment, and others. The significance level (** at 0.01) implies that all reported correlations are statistically significant at the 1% level of probability, implying a high level of confidence in these associations. The factor of Cooperative Learning/Group Learning has a strong positive association with Total Teaching Practices (r = 0.661). This suggests that cooperative learning has a considerable impact on overall teaching quality. There are moderate positive associations between self-assessment and self-reflection (r = 0.462) and competence building (r = 0.343). This implies that cooperative learning is linked to reflective practice and skill development. Researchers emphasize the effectiveness of cooperative learning in increasing academic achievement and developing social skills [8]. Their meta-analysis underscores the relevance of group learning, as seen by its substantial link with overall teaching techniques.

Graph 1: Circular Correlation Plot - Inter correlation between dimensions of Instructional Interactions Assessment: Self-assess Teachers' own Social and Emotional Competencies

Classroom Discussions has a substantial positive connection with Total Teaching Practices (r = 0.640). This emphasizes its importance in the entire teaching strategy. There are moderate positive associations between Self-Assessment and Self-Reflection (r = 0.521) and Balanced Instruction (r = 0.420). Classroom conversations seem to encourage reflective and balanced learning strategies. A study emphasizes the importance of classroom

conversations for student learning, citing their significant link with reflective and balanced teaching **[5]**.

In terms of self-assessment and self-reflection, the largest link is with total teaching practices (r = 0.826), demonstrating that it is an important component of effective teaching. High associations were found between Balanced Instruction (r = 0.506) and Academic Press and Expectation (r = 0.537). This

demonstrates its importance in fostering disciplined, reflective, and goal-oriented learning settings. Researchers emphasize the importance of formative evaluation and reflection, which supports the substantial correlations discovered with total teaching techniques and other characteristics [2]. The Balanced Instruction component has a substantial positive connection with Total Teaching Practices (r = 0.701). Balanced approaches are essential to effective teaching. There is a moderate positive link between Academic Press and Expectation (r = 0.481) and Competence Building (r = 0.340). Balanced education encourages high expectations and skill development. Researcher emphasizes differentiated instruction's importance in balancing multiple teaching methods, citing a strong association with overall teaching practices [13].

The dimension of Academic Press and Expectation has a substantial positive association with Total Teaching Practices. High academic expectations are important for good instruction. Self-Assessment and Self-Reflection have moderate relationships (r = 0.537), as does Balanced Instruction (r = 0.481). High standards are consistent with reflective and balanced teaching. Researchers found that high academic expectations lead to better student outcomes, which is consistent with their considerable correlation with total teaching approaches [11].

This facet of competence building has a moderate connection with Total Teaching Practices (r = 0.676), indicating its importance in instructional interactions. Significant correlations exist between Self-Assessment and Self-Reflection (r = 0.383) and Balanced Instruction (r = 0.340). Competence-building initiatives improve reflective and balanced teaching practices. In terms of Total Teaching Practices, there are strong connections across all aspects (the strongest being Self-Assessment and Self-Reflection, r = 0.826). This demonstrates the integrative and comprehensive nature of good teaching interactions. Researcher stresses modeling and feedback in skill development, which is consistent with the moderate correlations between reflective and balanced training [1]. The inter-correlation table demonstrates the interrelated nature of instructional techniques, with each component contributing significantly to effective teaching. Reflective practices, cooperative learning, and balanced instruction emerge as particularly effective components, as evidenced by educational studies.

Table 2: Inter correlation between dimensions of Instructional Interactions Assessment: Self-assess Teachers' own Social and Emotional Competencies

Teacher social and emotional competency	Self-Awareness	Self-Management/ Emotional Regulations	Social Awareness	Relationship/Social skills	Responsible Decision Making	Total Teacher social and emotional competency
Self-Awareness	1					
Self-Management/Emotional Regulations	.602**	1				
Social Awareness	.546**	.507**	1			
Relationship/Social skills	.464**	.393**	.447**	1		
Responsible Decision Making	.386**	.469**	.517**	.553**	1	
Total Teacher social and emotional competency	.794**	.763**	.785**	.743**	.754**	1

**. Correlation is significant at the 0.01 level
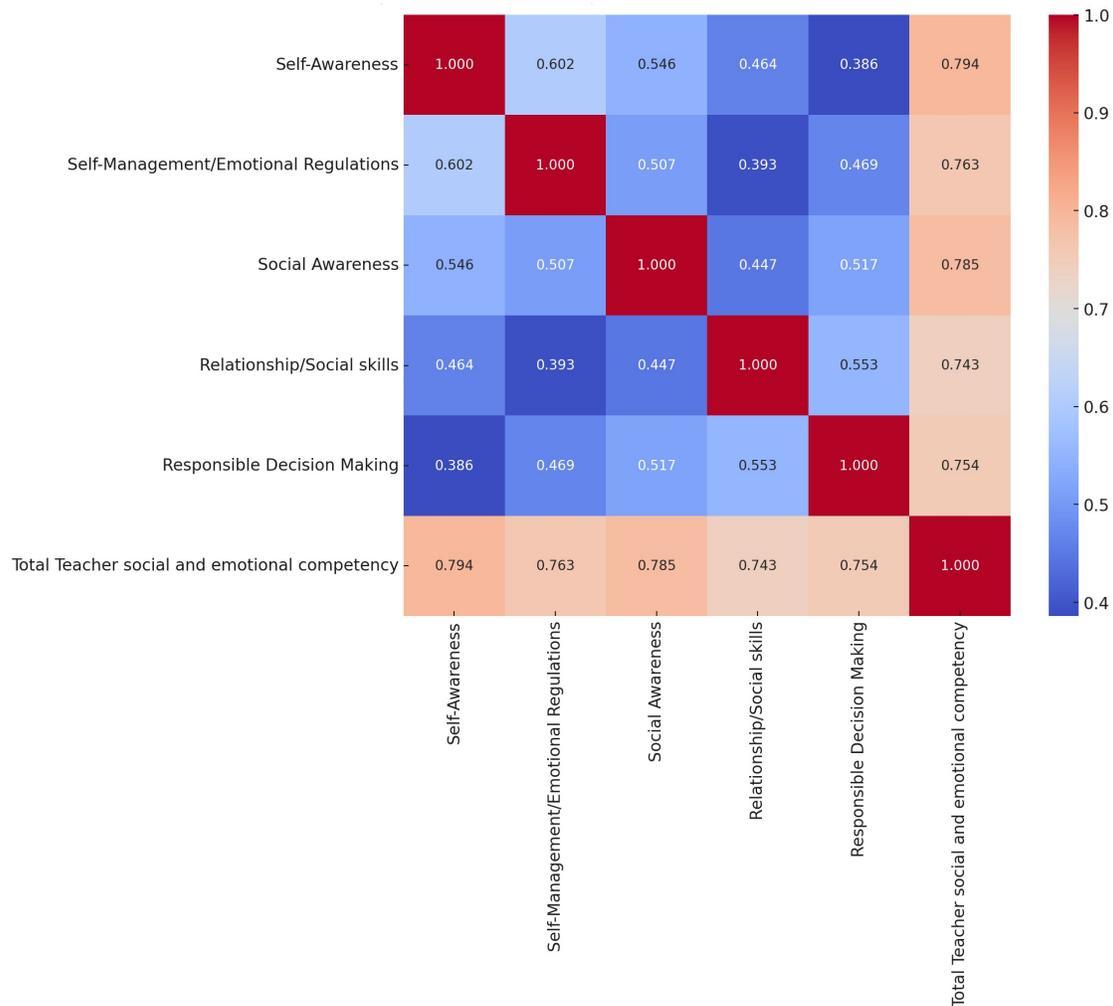
Graph 2: Heat map - Inter correlation between dimensions of Instructional Interactions Assessment: Self-assess Teachers' own Social and Emotional Competencies

Table 2 shows the relationships between the various aspects of teachers' social and emotional competences (SECs). There is a significant positive association (r = 0.794) between this self-awareness category and total teacher social and emotional competency. This implies that a fundamental element of overall teacher SECs is self-awareness. moderately favorable associations with social awareness (r = 0.546) and self-management/emotional regulation (r = 0.602). Self-aware educators are also more adept at controlling their emotions and comprehending social situations. A study highlights how self-awareness can improve classroom management and teachers' mental health. This conclusion is supported by the high association with total SECs [12].

Its significance to overall competency is highlighted by the strong positive connection (r = 0.763) between this aspect of self-management/emotional regulation and total teacher social and emotional competency. moderate associations with responsible decision-making (r = 0.469) and social awareness (r = 0.507). Making responsible decisions and comprehending others are facilitated by emotional control. Strong emotional regulation among instructors fosters a healthy classroom environment, as evidenced by its strong link with total SECs [6].

There is a significant positive connection (r = 0.785) between the Social Awareness component and Total Teacher Social and Emotional Competency. The development of overall SECs heavily relies on social awareness. Moderate associations with Responsible Decision-Making (r = 0.517) and Relationship/Social Skills (r = 0.447). Socially aware educators typically forge closer bonds with their students and make wiser choices. Research study supports the observed associations with relationship skills and decision-making by emphasizing the role that social awareness plays in fostering healthy teacher-student interactions [3].

Relationship/Social Skills and Total Teacher Social and Emotional Competency have a good association in this category (r = 0.743). Effective peer and teacher-student interactions depend on social skills. Self-awareness (r = 0.464) and responsible decision-making (r = 0.553) showed to some extent positive associations. Relationship effectiveness is correlated with awareness and decision-making skills. As evidenced by the high correlation between relationship skills and overall SECs, research study demonstrates the importance of teacher-student interactions for student involvement [4].

Given its integrative function, Responsible Decision-Making has a substantial positive connection (r = 0.754) with Total Teacher Social and Emotional Competency. Moderate associations with Relationship/Social Skills (r = 0.553) and Social Awareness (r = 0.517). Social awareness and interpersonal abilities improve the quality of decision-making. Study emphasize how ethical and socially conscious teaching practices are fostered by responsible decision-making, which is consistent with its strong relationship with total SECs [14].

All of the factors in this Total Teacher Social and Emotional Competency dimension have excellent correlations, with Self-Awareness having the highest correlation (r = 0.794). This emphasizes how these talents are interrelated. The inter-correlation table illustrates how the social and emotional competences of teachers are interrelated. Relationship-building and responsible decision-making are based on self-knowledge, emotional control, and social awareness, all of which have a major impact on teacher SECs overall. Extensive research backs up the findings, which highlight how crucial it is to develop these qualities in order to improve student outcomes and teacher effectiveness.

Table 3: Inter-correlation between Overall Instructional Interactions Teaching Practices and Overall Instructional Interactions Teacher Social and Emotional Competencies

Variables	R value	P value
Teaching Practices VS Teacher Social and Emotional Competencies	0.290	P=0.000
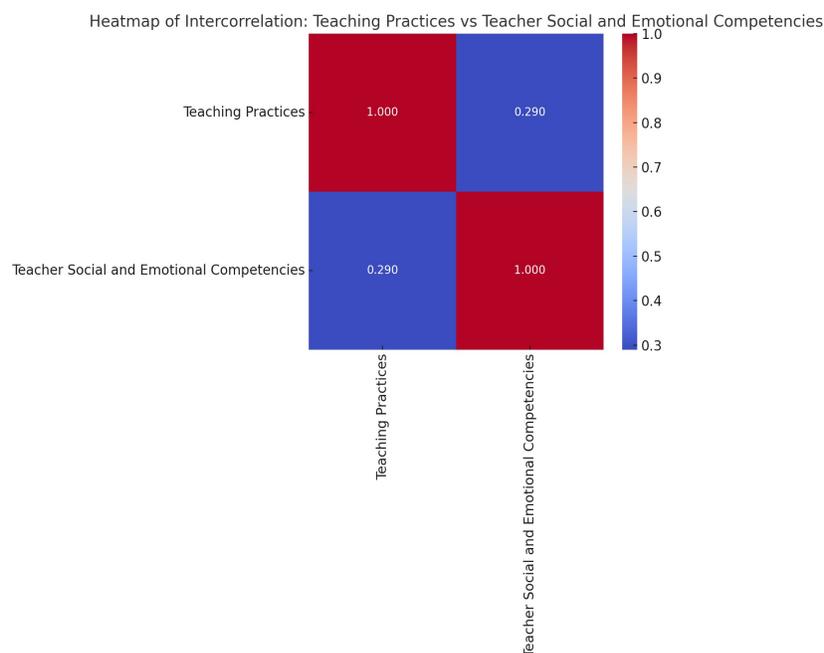
Graph 3: Heat map - Inter correlation between Overall Instructional Interactions Teaching Practices and Overall Instructional Interactions Teacher Social and Emotional Competencies

Table 3 shows that Overall Instructional Interactions: Teaching Practices and Overall Instructional Interactions: Teacher Social and Emotional Competencies (SECs) are correlated. A modest to moderately positive association between teaching practices and teachers' social and emotional competence is shown by the R value of 0.290. This implies that teaching methods tend to improve along with teacher SECs, while the correlation is not very significant. Strong SEC teachers foster good classroom environments, which improve student engagement and instructional interactions **[6].** This is consistent with the positive association that has been reported. 0.000 is a highly significant P value (p < 0.01). This attests to the statistical significance of the observed link and the likelihood that it happened by accident. A research study revealed that SECs indirectly improve teaching methods by helping teachers manage stress and form relationships **[12].** The idea that SECs and teaching methods are related was supported by studies that highlighted the significance of SECs as fundamental abilities for successful pedagogy. Teaching practices and teacher social and emotional competences are positively correlated, according to the low to moderate correlation (R = 0.290, p < 0.01). This connection emphasizes how crucial it is to support SECs in order to improve interactions during instruction. The moderate strength, however, points to the necessity of a comprehensive strategy that incorporates additional helpful tactics to enhance instructional methods. Extensive research highlighting the function of SECs in successful instruction supports this notion. Teacher-student connections, a component of SECs, have been shown to be crucial in influencing instructional practices **[4]**.

CONCLUSION

In order to empower inclusive educators, this study emphasizes the crucial relationship between social-emotional competences and instructional interactions. The results indicate that teachers' capacity to assist students with learning difficulties can be greatly enhanced by developing cooperative learning, self-assessment, and emotional intelligence. These topics should be given top priority in professional development programs in order to provide educators with the resources they need to implement inclusive education successfully. Future studies could examine the long-term effects of these interventions and broaden the scope of the analysis to include a variety of educational settings.

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