

**Teacher's Insights on Psychological and Social Well-being of Students who Stutter in
Inclusive Schools in Astana**

Madina Shaken

Submitted in partial fulfillment of the requirements for the degree of
Master of Science
in
Education

Nazarbayev University Graduate School of Education

April, 2025

Word count: 19468

Author Agreement

By signing and submitting this license, I Madina Shaken grant to Nazarbayev University (NU) the non-exclusive right to reproduce, convert (as defined below), and/or distribute my submission (including the abstract) worldwide in print and electronic format and in any medium, including but not limited to audio or video.

I agree that NU may, without changing the content, convert the submission to any medium or format for the purpose of preservation. I also agree that NU may keep more than one copy of this submission for purposes of security, back-up and preservation.

I confirm that the submission is my original work, and that I have the right to grant the rights contained in this license. I also confirm that my submission does not, to the best of my knowledge, infringe upon anyone's copyright.

If the submission contains material for which I do not hold copyright, I confirm that I have obtained the unrestricted permission of the copyright owner to grant NU the rights required by this license, and that such third-party owned material is clearly identified and acknowledged within the text or content of the submission.

IF THE SUBMISSION IS BASED UPON WORK THAT HAS BEEN SPONSORED OR SUPPORTED BY AN AGENCY OR ORGANIZATION OTHER THAN NU, I CONFIRM THAT I HAVE FULFILLED ANY RIGHT OF REVIEW OR OTHER OBLIGATIONS REQUIRED BY SUCH CONTRACT OR AGREEMENT.

NU will clearly identify my name(s) as the author(s) or owner(s) of the submission, and will not make any alteration, other than as allowed by this license, to your submission.

I hereby accept the terms of the above Author Agreement.

Author's signature:

Date: 28.04.2025



Declaration

I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been submitted for the award of any other course or degree at NU or any other educational institution, except where due acknowledgment is made in the thesis. This thesis is the result of my own independent work, except where otherwise stated, and the views expressed here are my own.

Author's signature:

Date: 28.04.2025

A handwritten signature in cursive script, appearing to read 'M. W. A. H.', written in black ink.

Ethical Approval



53 Kabanbay Batyr Ave.
Astana 010000
Republic of Kazakhstan
Date: 24 of October 2024

Dear: Madina Shaken

This letter now confirms that your research project titled **Teachers' Insights on Psychological and Social Well-being of Students who Stutter in Inclusive Schools in Astana** has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely,

Sourav Mukhopadhyay
{NAME of supervisor}

On behalf of:

Dr Syed Abdul Manan, *PhD*
Chair, GSE Ethics Committee
Graduate School of Education
Nazarbayev University

Block C3, Room 5011
Office: +7(7172)6016
Mobile: +77079240053
email: syed.manan@nu.edu.kz, gse.irec@nu.edu.kz

CITI Training Certificate



Completion Date 06-Nov-2022
Expiration Date 06-Nov-2025
Record ID 52106143

This is to certify that:

Madina Shaken

Has completed the following CITI Program course:

Not valid for renewal of
certification through CME.

Students conducting no more than minimal risk research

(Curriculum Group)

Students - Class projects

(Course Learner Group)

1 - Basic Course

(Stage)

Under requirements set by:

Nazarbayev University

CITI

Collaborative Institutional Training Initiative

101 NE 3rd Avenue, Suite 320

Fort Lauderdale, FL 33301 US

www.citiprogram.org

Generated on 04-Oct-2024. Verify at www.citiprogram.org/verify/?wd410720c-7caa-49fe-a782-5a48fe2146c3-52106143

Acknowledgments

First and foremost, I would like to express my deepest gratitude to my advisor, Sourav Mukhopadhyay, for his unwavering guidance, encouragement, and patience throughout the course of my thesis. You always motivated me to produce and implement the knowledge on practice, you are my role model.

I am also sincerely thankful to the faculty members of Graduate School of Education for their expertise and inspiration, which have shaped the direction of my research. I would like to extend my heartfelt thanks to Professor Anita, who supported me not only academically, but also emotionally. In times of stress and anxiety, her warm and motivational words brought me comfort and strength. Your encouragement made difficult moment manageable and helped me to move forward with more confidence and calmness.

I owe my deepest appreciation to my parents, who have invested effort and sacrifice to help me reach this destiny in my academic path. They gave all of themselves so that I could have opportunities that they never had. My mother has been my lifelong inspiration. She never allowed me to believe that there was anything I could not do or become. Unwavering in her support and always presenting me with role models, she has guided—and continues to guide—me through my incredible 23 years. Her strength, wisdom, and love are the foundation of my motivation to study and grow. My father, though not always expressive with words, has shown his love through consistent action. With quiet strength, he created opportunities for me and opened the doors to education, never expecting recognition, only wanting the best for my future.

I would also like to express my sincere thanks to my husband, who has believed in me unwaveringly. His constant support, honor, and joy in every step I achieved have been a source of great strength. His presence and partnership have made this academic journey more meaningful and possible.

To my little daughter Malika, I want to express my deepest love and gratitude. Your quiet support, your patience during my late-night sessions, and the way you always seemed to understand even when you were so young, all of this gave me strength beyond words. You are my biggest motivation, and I am endlessly thankful to you for that. This accomplishment would also not have been possible without the incredible support of my mother-in-law. Her trust in me and her loving care for my daughter allowed me to focus, knowing that my child was in safe and kind hands, she believed me every step of the way and gave me space and time I needed to chase my dream.

Lastly, I extend my sincere appreciation to my groupmates and colleagues who contributed in any way to the completion of this thesis. Your help, whether through conversation, assistance, or encouragement, has played a meaningful role in this achievement.

Abstract

Teachers' Insights on Psychological and Social Well-being of Students who Stutter in Inclusive Schools in Astana

The role of the teacher is ubiquitous in the school life of students, not only as the academic authority but also as a key figure in shaping students' social, emotional, and psychological development, by fostering an environment where the students can succeed both intellectually and personally. However, teachers who teach students with special needs, notably students who have a speech disorder such as stuttering, have a significantly higher influence on their school life, as students who stutter need to engage in speaking in both academic and social settings. Since psychological and social well-being of the students who stutter is considered one of the indicators of inclusion, there is a need for teachers' awareness about the student's psychosocial well-being in order to foster safe learning environment. Teacher's experiences working with students who stutter with a focus on their psychosocial well-being have not received sufficient attention in Kazakhstan. Consequently, there is a research gap on experiences of teachers working with students who stutter, particularly the challenges teachers face, their understanding of students' well-being, and the strategies they implement to cope with barriers encountered during the lesson. Therefore, the present qualitative phenomenological research aimed to explore the insights of eight teachers on psychological and social well-being of students who stutter at inclusive schools, based on their experience. Data was collected through semi-structured interviews and the analysis was guided by the Conceptual Model of Psychological and Social Well-being (Keyes, 1998; Ryff, 1989) which was used as the framework for understanding the well-being components of students who stutter. The teachers in this study reported positive experiences by employing inclusive approaches and forming strong collaborations with parents of students who stutter. Nevertheless, with regard to students' well-being, teachers reported challenges such as low

self-esteem, low involvement in leadership roles, and reduced participation in class activities.

In response to these challenges, teachers shared diverse coping strategies to better accommodate and support students who stutter. The findings highlight the importance of navigating classroom engagement, promoting positive peer relationships, and encouraging active participation, which can enhance students' academic and social experiences.

Additionally, the study emphasizes the role of parental support in sustaining the psychological and social well-being of students who stutter.

Keywords: students who stutter, teacher experience, psychological well-being, social well-being, Kazakhstan

Аңдатпа

Мұғалім оқушылардың мектеп өмірінде маңызды рөл атқаратыны сөзсіз, сонымен қатар оқушылардың әлеуметтік, эмоционалды және психологиялық тұрғыда қолдау көрсетіп, тұлға болып қалыптасуда елеулі септігін тигізеді. Сыныпта мұғалім тек авторитетті тұлға ретінде ғана емес, сонымен қатар оқушылардың бойында интеллектуалды, мінез-құлықты дәріптеуде және өмірде жетістіктерге жетуге мүмкіндік беретін орта жасайды. Дегенмен, ерекше білім беру қажеттілігі бар оқушыларды, атап айтқанда сөйлеуінде ерекшелігі бар, оның ішінде тұтығуы бар оқушыларды мектеп өміріне бейімделу үрдісіне айтарлықтай зор әсерін тигізетін мұғалім болып саналады. Неге десеңіз, сабақ барысында немесе сабақтан тыс уақыттарда сөйлеуінде тұтығуы бар оқушылар үздіксіз сөйлеу үрдісіне, яғни коммуникацияға түседі. Сондықтан, тұтықпасы бар оқушылардың психологиялық және әлеуметтік әл-ауқаты жайлы хабардар болу инклюзивті білім берудің айрықша индикаторы бола тұра, қауіпсіз оқу ортасын қалыптастыруға мүмкіндік береді. Қазақстанда сөйлеуінде тұтығуы бар оқушылармен жұмыс істеу тәжірибесі бар мұғалімдердің сол оқушылардың психологиялық және әлеуметтік әл-ауқатын қаншалықты тұрғыда біледі, қандай қиындықтарға тап болады, және қандай стратегияларды қолдану керектігі туралы зерттеу жұмыстары тапшы. Сондықтан, бұл зерттеу жұмысының мақсаты сөйлеуінде тұтықпасы бар оқушылардың психологиялық және әлеуметтік әл-ауқаты тұрғысынан мұғалімдердің түсініктерін зерттеуге бағытталған, мұғалімдердің тұтықпасы бар оқушыларға сабақ беру тәжірибесін, мұғалімдердің тәжірибесіндегі қиындықтар және олар қолданатын стратегияларды анықтауға негізделді. Зерттеу жұмысы сапалық, оның ішінде феноменологиялық зерттеу әдісін инклюзивті мектептерде сөйлеуінде тұтығуы бар оқушылардың психологиялық және әлеуметтік әл-ауқатына қатысты мұғалімдердің көзқарастарын

зерттеуге бағытталды. Зерттеу жұмысының мәліметтері Астана қаласындағы инклюзивті мектептерде тұтығатын оқушылармен жұмыс тәжірибесі бар сегіз мұғалімдермен сұхбат алу арқылы жиналды. Зерттеу жұмысы Рифф (1989) және Кейес (1998) ұсынған психологиялық және әлеуметтік әл-ауқаттың концептуалдық моделіне сүйене отырып зерттелді. Зерттеу жұмысының нәтижелері қазақ мұғалімдерінің инклюзивті білім беру тәсілдерін қолдана алатыны, әсіресе сөйлеуінде тұтықпасы бар оқушыларды қолдауда ата аналар көмегімен позитивті тәжірибені көрсетті. Алайда, сөйлеуінде тұтығуы бар оқушыларға сабақ беру барысында пайда болған қиындықтарды баяндады, мысалы оқушылар өзін-өзі төмен бағалайды, көшбасшылық қабілеттерінің жоқтығын, сыныптан тыс іс-шараларға аз қатысатынын мәлімдеді. Берілген қиындықтарды шешу үшін және оқушыларға көбірек жағдай жасап, қолдау көрсету үшін әртүрлі стратегияларымен бөлісті. Зерттеу жұмысының тұжырымдары мұғалімдердің сыныптағы сөйлеуінде тұтығуы бар оқушылардың белсенділігін арттыруға, сыныптастарымен қарым-қатынасын дамытуға және сабаққа белсенді қатысуды ынталандыруды жақсарта алады. Сонымен қатар, зерттеу жұмысы мұғалімдер сөйлеуінде тұтығуы бар оқушылардың психологиялық және әлеуметтік әл-ауқатын қолдауда ата-ананың қолдауы маңызды рөл атқаратынын атап көрсетеді.

Кілт сөздер: сөйлеуінде тұтығуы бар оқушылар, мұғалім тәжірибесі, психологиялық әл-ауқат, әлеуметтік әл-ауқат, Қазақстан

Аннотация

Роль учителя является повсеместной в школьной жизни учеников, имея не только академический авторитет, но и играет ключевую роль в формировании социального, эмоционального и психологического развития учащихся, создавая среду, в которой ученики могут добиться успеха как в интеллектуальной, так и в личной сферах. Однако учителя, работающие с учениками с особо образовательными потребностями, особенно с теми, кто имеет нарушения речи, такие как заикание, оказывают гораздо более значительное влияние на школьную жизнь и адаптацию этих учащихся, поскольку ученики с заиканием вступают в коммуникацию в академической и социальной жизни школы. Психологическое и социальное благополучие учеников с заиканием считается одним из индикаторов инклюзии, что подчеркивает необходимость осведомленности учителей о психосоциальном благополучии этих учеников для создания безопасной образовательной среды. Опыт учителей, работающих с учениками которые заикаются, и их взгляды на психосоциальное благополучие учеников не получили должного внимания в Казахстане. Последовательно, существует исследовательская проблема в области изучения опыта учителей, работающих с учениками с заиканием, в особенности проблемы, с которыми ученики сталкиваются, их понимания благополучия своих учеников и стратегий, которые они применяют для преодоления препятствий в процессе обучения. Таким образом, данное качественное феноменологическое исследование было направлено на изучение опытов учителей на психологическое и социальное благополучие учеников с заиканием в инклюзивных школах, с фокусом на их опыт обучения учеников с заиканием, трудности, с которыми они сталкиваются, и стратегии, которые они используют для их преодоления. Данные исследовательской работы были собраны с помощью полуструктурированных интервью с восемью учителями, имеющими опыт работы с учениками с заикаюнием,

обучающимися в инклюзивных школах города Астаны. Исследование было проведено в рамках концептуальной модели психологического и социального благополучия, представленной учеными Рифф (1989) и Кейсом (1998), которая служила основой для понимания компонентов благополучия учеников с заиканием. Учителя, участвующие в исследовании, продемонстрировали положительный опыт, применяя инклюзивный подход и активно сотрудничая с родителями учеников с заиканием. Тем не менее, учителя выявили трудности в обучении учеников с заиканием, особенно с учетом их благополучия, связанные с проблемами, как низкая самооценка учеников, низкая вовлеченность в лидерские роли и ограниченное участие в классных активностях. В ответ на эти проблемы учителя предложили разнообразные стратегии преодоления, чтобы лучше адаптировать и поддерживать учеников с заиканием. Результаты исследования подчёркивают важность работы учителей во вовлечённости учеников в классе, содействия положительным отношениям между сверстниками и поощрения активного участия, что может улучшить академический и социальный опыт учащихся. Кроме того, в исследовании подчеркивается роль родительской поддержки в поддержании психологического и социального благополучия учащихся с заикаюнием.

Ключевые слова: ученики с заиканием, опыт учителей, психологическое благополучие, социальное благополучие, Казахстан

Table of Contents

Author Agreement.....	ii
Declaration.....	iii
Ethical Approval.....	iv
CITI Training Certificate.....	v
Acknowledgments.....	vi
Abstract.....	viii
Андатпа.....	x
Аннотация.....	xii
Chapter 1: Introduction.....	19
Background Information.....	19
Purpose of the Study.....	22
Research Questions.....	22
Significance of the Study.....	23
Summary.....	23
Outline of the Thesis.....	24
Chapter 2: Literature Review.....	25
Introduction.....	25
The Concept of Stuttering.....	25
Students who Stutter in a School Context.....	26
Well-being in School Context.....	28
Teachers' Role in Life of Students who Stutter.....	29
Teachers Experience of Working with Students who Stutter.....	30
<i>Misconceptions About Stuttering</i>	31
Conceptual Framework.....	33
Summary.....	42
Chapter 3: Methodology.....	44
Research Design.....	44
Research Site.....	45
Research Sample.....	46
Data Collection Tools.....	48
Data Collection Procedure.....	49
Data Analysis.....	50
Validity and Reliability.....	51
Ethical Considerations.....	51

Summary.....	53
Chapter 4: Findings	54
Introduction.....	54
Study Sample	54
Interview Response Analysis.....	54
Teaching Experiences with Students who Stutter.....	57
<i>Positive Teaching Experience</i>	57
<i>Negative Teaching Experience</i>	58
Impact of Stuttering on Students Who Stutter	59
<i>Psychological Effects</i>	60
<i>Social Effects</i>	61
<i>Physiological Effects</i>	61
<i>Academic Challenges</i>	62
Psychosocial Well-being	64
<i>Self-confidence</i>	64
<i>Social Acceptance</i>	65
<i>Motivation</i>	66
<i>Peer Interaction</i>	67
<i>Social Contribution</i>	68
Academic and Social Support.....	69
<i>Teaching Strategies: Types of Accommodations</i>	70
<i>Social Support</i>	73
Summary.....	75
Chapter 5: Discussion	76
Teachers' Experiences Working with Students who Stutter	76
Teachers' Challenges Working with Students who Stutter	78
Physiological Challenges of Students who Stutter	80
Teachers' Insights on Psychological and Social Well-being of Students who Stutter	81
Teacher's Coping Strategies with Challenges and Supporting Students who Stutter.....	84
Chapter 6: Conclusion.....	86
Summary of Key Findings.....	86
Limitations.....	87
Implications	88
Recommendations	88
Directions for Future Research	89

Personal Reflection	89
References	91
Appendix A: AI Declaration Form	102
Appendix B: Consent Letters	103
Appendix C: Data Collection Instruments	109
Appendix D: Data Analysis – Transcript and Coding Samples	114

List of Tables

Table 1. <i>Definitions of Key Concepts of Psychological Well-being Model</i>	35
Table 2. <i>Definitions of Key Components of Social Well-being Model</i>	39
Table 3. <i>Demographic Information of the Teachers</i>	47
Table 4. <i>Characteristics of Study Participants' Students Who Stutter</i>	54
Table 5. <i>Study Themes and Sub-themes</i>	55

List of Figures

*Figure 1. The Conceptual Model of Teachers' Insights on Psychological and Social Factors
Relating to Well-being of Students who Stutter 34*

Chapter 1: Introduction

The aim of this chapter is to establish the foundation for the study by first providing background information about the speech disorder of stuttering, its prevalence and impact in school context. Then it presents a problem statement focusing on the phenomenon of stuttering among secondary school students, specifically their challenges and needs within the Kazakhstani context highlighting the importance of researching their experiences from the perspective of teachers. In addition, the chapter presents relevant information related to the impact of stuttering on the psychological and social life of students who stutter. Additionally, the chapter outlines the research questions that will guide the study and explains the study's purpose and significance. The chapter concludes with an outline of the thesis.

Background Information

Kazakhstan has implemented notable reforms and developed several policies in educational programs to increase inclusive education, specifically for students with speech disorders and stuttering. These initiatives align with both international conventions and national strategies to ensure equal opportunities for learning for every student. Kazakhstan's commitment to offer quality education to all, including students with special needs is evident in its signing of key international agreements (Makoelle, 2020) that promote inclusive education, such as Salamanca Statement (UNESCO, 2016) and the UN Convention on the Rights of Persons with Disabilities. According to the State Program for the Development of Education and Science (2016-2019) set goals for implementation of inclusive education, aiming for 70% of mainstream schools to become inclusive by 2019 (Rittmann, 2023). By the 2016-2017 academic year, around 45% of mainstream schools were equipped to support inclusive education, where more than 40000 students with special educational needs enrolled. Consequently, Kazakhstan's National Development Plan through 2025 continues to prioritize the growth of inclusive education, with clear indicators of goals outlined in

the Policy Framework for the Development of Primary, Secondary, Technical and Vocational Education for 2023-2029. The achievements of inclusive education, particularly in supporting students with speech disorders have been increasing throughout these years. To illustrate this, educational institutions have developed specialized resources to support students with speech disorders, notably with stuttering. For instance, Sarsen Amonzholov East Kazakhstan University created a web platform called “LOGO Korzhyn, a methodological kit for speech therapists in Kazakhstan (Dev, 2024). In this digital kit diagnostic tools, manual and speech therapy albums were introduced to guide both specialists and parents to support challenges related to speech development. In addition, researchers of this university developed methodological materials for teachers, such as mnemonics cards, speech therapy albums to aid school-aged children who have speech disorders.

It is estimated that stuttering occurs most often among children aged from two to five years, as they start to develop their language skills (NIDCD, 2016). In Kazakhstan, a significant proportion of students experience stuttering, with estimates suggesting that up to 5% of school-aged children (Darkulova & Amirkhanova, 2019). To effectively support stuttering students, the role of teacher plays a pivotal role to explore their lived experiences and recognize the profound psychological and social implications of their well-being within the school environment. Consequently, it is crucial to address needs of students who stutter and support them by creating a safe learning environment to succeed both academically and personally in the school context. Furthermore, it is significantly important to involve students who stutter to engage in classroom environment which are considered as key indicators for successful implementation of inclusive education.

Statement of the Problem

Although Kazakhstan has made progress in implementing inclusive education, there are still challenges in putting it fully into practice. While access to education has improved, student participation and classroom engagement remain major issues that have not received enough

attention. To illustrate, a report by Human Rights Watch (2019) highlighted that many students with special educational needs, including those who have speech impairments, are educated in separate classrooms or special schools, rather than seating in one classroom with peers in inclusive settings. The significant barrier for implementing inclusive education in Kazakhstan remains lack of preparedness of teachers for inclusion, notably many educators lack the necessary competencies and qualifications to support inclusive practices (Yussupova et al., 2023). In the same vein, even when instructing students with special educational needs, teachers often face challenges and hold misconceptions about inclusive education, reflecting a lack of knowledge (Makoelle & Burmistrova, 2021). According to Yussupova (2023), another issue resulting from the skill gap among teachers is the shortage of staff in schools, particularly speech therapists. This trend in a shortage of speech therapists places a heavy burden on teachers. This study interviewed speech therapists, where most of them expressed frustration on the inability to provide support to students due to time constraints and lack of personnel. This was explained by another study done by Jangeldinova (2023); in Kazakhstan there is a notable deficit of an access to essential psychological, medical, and pedagogical services, including consultations with speech therapists. Consequently, the quality of inclusion at schools are impacted by the lack of additional speech therapists since there are less opportunities to provide extra sessions to students with speech impairments who require more special attention. However, while several international studies have examined broad issues related to teachers experiences with students who stutter (Akmese et al., 2024; Berchiatti et al., 2020; Elrefaie et al., 2022; Fichman et al., 2024; Kumar & Varghese, 2018; Rocha et al., 2022; Sari & Gökdağ, 2017), there is a lack of research that specifically explores the experiences of teachers teaching to students who stutter within inclusive classrooms, focusing on student's well-being. This research gap is particularly concerning given the significant role teachers play in fostering student engagement and psychosocial development within classroom settings. Therefore, this study aims to explore

teachers insights on psychological and social well-being of students who stutter, aiming to provide findings that can contribute to teacher training programs and inclusive education policies in the Kazakhstani context.

Purpose of the Study

The purpose of this qualitative study is to explore the insights of teachers on psychological and social well-being of students who stutter studying at secondary schools in Astana to achieve an inclusive educational setting. In this research study, the term “insights” refers to the understanding that emerges as a result of experiences which involves personal reflection. According to the American Psychological Association (2018), an insight is defined as a deep understanding of one’s own thoughts, behaviors often developed through reflective engagement with experience. This research aims to investigate the things that teachers have learned from their experiences while working with students who stutter, focusing on students’ psychological and social well-being. It is considered that school is a complex environment in which students’ psychological and social well-being is impacted by several internal and external factors (Eggers et al., 2021). This can include several challenges related to psychological state and social condition of students who stutter. Thus, teachers are considered as a main figure in shaping students’ personality, by impacting their psychological condition, academic success, and social inclusion (Walden & Lesner, 2018).

Research Questions

Since there is an urgent need to understand and develop teacher training around inclusive strategies, it is important to study to study how speech impairments, notably how stuttering has an effect on a well-being of students who stutter in school context, by exploring this phenomenon from the teachers’ experiences. Therefore, the following questions will guide the present study:

1. What are the experiences of teachers teaching students who stutter at school?

2. To what extent are teachers aware of the psychological and social well-being of students who stutter?
3. What strategies teachers use to help students who stutter in the school setting?

Significance of the Study

The significance of the study is for teachers to understand how stuttering impacts the psychological and social condition of students who stutter, and the strategies they can develop to help students who stutter get better involved in learning process. Furthermore, this study on how well teachers are equipped to support students who stutter can reveal both gaps in current training programs and opportunities for future development. Furthermore, this, in turn, can improve educational and emotional well-being of students who stutter, who are often at risk of bullying, social exclusion, and academic underachievement. The country's educational reforms aim to increase inclusion, yet the lack of teacher competencies and support for speech disorders, such as stuttering, means that some students are still vulnerable. Consequently, the context-specific insights are therefore crucial for informing future policy and teacher training programs in Kazakhstan. The results of the research study may positively impact school administration's beliefs and perceptions with a contribution to a literature gap in Kazakhstan education system regarding inclusive education, paving the way for further research on the topic.

Summary

To sum up, this chapter highlighted the significance of exploring teachers' experiences with students who stutter, particularly on students' psychological and social well-being . While there is an inclusive education system in theory in Kazakhstan, the problem of teachers unpreparedness instructing students with special educational needs, particularly students who stutter is an emerging need. The next chapter will focus on existing literature on the concept of stuttering, the importance of student well-being at school. Then, the role of teachers in supporting students who stutter is

analyzed and synthesized by exploring teacher experiences of teaching students who stutter in different countries. Furthermore, the chapter presents a conceptual framework.

Outline of the Thesis

This thesis includes six main chapters. Chapter 1 describes the overview of the study, presents the research problem, purpose, and questions. The systematic review of the literature is presented in Chapter 2 followed by description of methodology used in this research in Chapter 3. Chapter 4 reveals findings of this research, whereas discussion of the study introduced in Chapter 5. Finally, conclusions, limitations, and recommendations are presented in Chapter 6.

Chapter 2: Literature Review

Introduction

The previous chapter discussed the foundational elements of the research such as background of the study, the problem statement, study objectives, research questions, and the research significance. This section focuses on reviewing the literature. Specifically, it outlines the theoretical and conceptual framework of the study, and synthesizes studies on several themes: the concept of stuttering, importance of well-being of the students at school settings, students who stutter at school context, the teachers' role in supporting students who stutter, and their lived experiences teaching students who stutter within an international context. Despite the scarcity of research on this specific topic, much of the literature included are cases of this phenomenon in different countries but remains relevant to the context of the present study.

The Concept of Stuttering

The concept of stuttering has evolved significantly over time, transforming from being perceived as a psychological condition to a complex neurodevelopmental disorder impacted by genetic, neurological, and environmental factors. Historically, stuttering was often misunderstood and related to anxiety or psychological trauma, but contemporary research has established stuttering as a speech fluency disorder with neurological roots (Smith & Weber, 2017). Unlike other speech and language disorders, such as cluttering or speech delays, stuttering has been used to refer to a situation in which a person has disfluency, where his speech includes repetitions, pauses, and challenges with getting a word out (ASHA, 2024). Moreover, it is defined as speech with repetitions of sounds, syllables, or words called speech blocks (NIDCD, 2016). Different types of disciplines identify and interpret stuttering through unique lenses. Linguists study how stuttering affects speech rhythm and sound, while psychologists study its emotional and mental effects. In an educational context, it focuses on how stuttering influences a student's academic involvement and social

integration. Together, these fields contribute to a holistic understanding of stuttering, highlighting the need to intervene with interdisciplinary approaches. The definitions of stuttering from many researchers demonstrate both common and different features in their understanding of its concept. Generally, stuttering is defined as a speech disruption characterized by involuntary interruptions, such as repetitions, prolongations, and blocks (Bloodstein et al., 2021). The conceptualization of stuttering is evident in the work of Bloodstein et al. (2021) who suggested that stuttering can change over time, becoming more or less frequent or severe, depending on biological and social factors. Stuttering, understood as a neurodevelopmental disorder, involves a loss of control over speech that leads to disruptions in fluency, often accompanied by physical struggle behaviors such as rapid eye blinking, lip tremors (Chang et al., 2018; Perez & Stoeckle, 2016; Watkins et al., 2016). In contrast, other researchers define stuttering as a more complex disorder in speech mechanics, with particular attention given to physiological disruption in the production of speech sounds (Van Riper, 1947). The definition provided by Chu et al. (2022) states that stuttering is conceptualized in the context of social attitudes and how these perceptions shape the lived experiences of people who stutter. Interestingly, definitions vary regarding the causes of stuttering, while Bloodstein et al. (2021) describe stuttering having a genetic or neurodevelopmental basis, other researchers such as Iftikhar et al. (2022) point out stuttering to environmental factors, such as attitudes of parents, influence of culture. In summary, most of the definitions agree that stuttering is a speech impairment which affects fluency, but they differ in how much they focus on its causes and its effects on psychological and social wellbeing.

Students who Stutter in a School Context

The effect of stuttering can range from mild to severe, with some students experiencing significant challenges in their ability to communicate effectively (Sander & Osborne, 2019). Due to the disruptive nature of stuttering in speaking, it can have significant impacts on a child's educational

and social development in the school context. It can hinder students' active participation in standard learning activities, such as reading aloud or answering questions, potentially stopping a child's progress in school and having a negative effect on their academic trajectory (Connery et al., 2019). Consequently, such challenges in speaking and communication can negatively impact a person's quality of life and interpersonal relationships. In the case of students, it can negatively affect their academic performance and their ability to fully participate in opportunities at school, even causing them to dropout in extreme cases (Osuji, 2023). The study by Yoshikazu (2019) suggests that students who stutter are at a higher risk of being bullied compared to their peers and often face challenges in building friendly relationships with classmates, by revealing that more than two-thirds of students who stutter have been mocked, imitated or laughed at because of their disfluency. According to the phenomenological research with students who stutter, Cobb et al. (2019) found that secondary school students who stutter reported more negative experiences, including teasing, bullying and embarrassment. Furthermore, the social challenges faced by stuttering students at school context are characterised by cases of bullying, negative peer relationships and peer rejection (Berchiatti et al., 2020). This can be also found in this study that socially, students who stutter are more vulnerable to peer rejection, bullying, and social isolation, which negatively affect their sense of belonging in the classroom (Wesierska, 2023). The impact of stuttering on the well-being of students who stutter can be significantly influenced by internal and external factors (Hearne et al., 2024). The internal factors are considered a cognitive, emotional and behavioral response to their stuttering as well as their interpersonal relationships with teachers, parents, peers and friends. On the other hand, the external factors such as peer and teacher attitudes, responses, and family support influence the overall impact of stuttering (Eggers et al., 2021). The role of teachers plays a pivotal role in how several of these factors are addressed in order to reduce the impact of stuttering on the well-being of students. According to Abrahams et al. (2016), teachers are considered figures of

authority who can influence a child's early years, as students spend a significant amount of time at school.

Well-being in School Context

The term of well-being is a multidimensional concept which has an impact on diverse aspects of human life, specifically within learning environments. It includes psychological, emotional and social factors that collectively contribute to individual's quality of life. The World Health Organization (2020) defines well-being as an individual's capacity to cope with everyday stress of life, to work productively, and as ability to contribute to the community. The concept of well-being is a holistic view which highlights the importance of personal development and involvement in society (Aulia et al., 2020). In educational contexts, well-being is increasingly recognized as a fundamental basis of students' overall development. It can be explained by the fact that, the quality of school experiences of students is shaped by relationships with peers and teachers, family support, cultural context of the school (Fernández-Zabala et al., 2015). While academic achievement is frequently used as a measure of success, research increasingly shows that psychological health and social adjustment are equally important indicators of student's well-being (Hussain et al., 2022). Furthermore, schools are positioned as a setting where students not only learn academically but also develop emotionally and socially (Govorova et al., 2020). In addition, the importance of nurturing well-being in school emphasized its impact on student's motivation, self-esteem, long-term life satisfaction (Eloff & Graham, 2022). In the same vein, the study done by Aulia et al. (2020) reveals that the high level of well-being positively impacts increased academic motivation and engagement, where students are more likely to be actively involved in learning and find joy in the learning process. Moreover, another study demonstrates that well-being is also positively correlated with higher grades, test scores, and overall academic achievement (Lombardi et al., 2021).

Teachers' Role in Life of Students who Stutter

Teachers have a significant role in the academic and social development of students who stutter, given that students who stutter need to engage in speaking almost at every lesson, even during the time when they are not formally instructed. However, students who stutter marked by significant challenges with being not able to speak fluently during communication, while they need to engage in academic and social settings to answer questions, to interact with teachers and peers which can be particularly detrimental to them (Cooke & Millard, 2018). As an authority figure in school environment, teachers play pivotal role in shaping the experiences of students who stutter, through their attitudes towards stuttering and their overall classroom management. Consequently, the overall outcome of the psychological and social well-being of students who stutter will be based on the teacher experiences. Teachers who support and believe in students' ability to achieve are more likely to exhibit a positive attitude towards them. This can be illustrated in the descriptive study that investigated 120 teacher attitudes and strategies supporting students who stutter in secondary schools in Pakistan. The results revealed that 75 % of Pakistani teachers perception of stuttering is positive and have a motivation to help students who stutter; also, they believe that with the help of speech therapists, the rate of stuttering among student can be decreased (Iftikhar et al., 2022). This can be explained by the fact that school-age students look up to teachers as role models. Furthermore, teachers' attitudes and views about their students have a significant impact on their academic performance. Students who stutter need comprehensive support from teachers because they face challenges in interpersonal interactions, group discussions, and public speaking. These constraints may negatively affect students' academic performance and social interactions with classmates in school, and they could even threaten their future if teachers do not support students who stutter (Walden & Lesner, 2018).

Teachers Experience of Working with Students who Stutter

International literature highlights the impact of stuttering on students' well-being within the school context by following academic, social, and psychological challenges they face due to speech disorders. These challenges faced by students who stutter may negatively impact both their educational experience and long-term success in life (O'Brian et al., 2011). Consequently, it is crucial to examine teachers' experiences teaching to students who stutter, as their insights play a significant role in supporting students who stutter to cope with challenges they face in the school setting.

The study done in different regions of Israel investigated attitudes and knowledge of 202 teachers towards students who stutter (Fichman et al., 2024). The findings revealed generally positive attitudes towards students who stutter, specifically in terms of personal qualities. As an example, 72% of teachers believed that students who stutter can pursue any career, while a major of number of participants (58%) reported feeling comfortable when communicating and interacting with a student who stutters. To support students, most (44%) teachers rely on their personal experiences, while many of them demonstrated limited knowledge about stuttering. Additionally, the qualitative study done in Turkey, interviewed 11 primary and secondary school teachers who had experience of working with students who stutter, revealed that teachers believed their attitudes towards students who stutter were effective in reducing their challenges with speech and fostering accepting classroom environment (Akmese et al., 2024). While teacher-student interactions were generally positive, peer relationships of students who stutter were negatively affected, highlighting bullying, and instances where students made fun of their peers with stuttering were reported. Similarly, the study conducted by Sari and Gökdağ (2017), which investigated the school experiences of 32 students who stutter, revealed that none of the students has ever taken part in social activities due to fear of being rejected by their peers. Additionally, those who have

participated in social activities reported negative effects on their psychological development due to their peer pressure, which indicated a low level of self-confidence among students who stutter. The studies presented thus far provide evidence that students who stutter have an experience of bullying in comparison to their peers who do not stutter, and it is suggested that the role of teachers is crucial in reducing peer exclusion, maintaining an inclusive environment at class, and supporting students who stutter. The cross-sectional study conducted in India, involving 70 primary school teachers who have worked with students who stutter, showed that a significant number of teachers (45.7 %) suggested that psychological condition of students who stutter depends on the severity of their stuttering, especially when teasing by classmates occurs. This teasing often has a psychological effect on students who stutter and makes them more shy and quiet (Kumar & Varghese, 2018). On top of that, 50% of teachers believed that stuttering leads these students to be isolated from their classmates. In the same vein, a study investigating teacher-student relationships in six Italian primary and secondary schools revealed that students' peer relationships were negatively impacted by stuttering, notably students who stutter being less popular and more often rejected by their peers (Berchiatti et al., 2020).

Misconceptions About Stuttering

Despite the critical role of teachers in supporting students who stutter, many teachers hold misconceptions about the causes and the nature of stuttering, often stemming from a lack of teacher training on inclusive education. To illustrate, a study conducted in Portugal explored the perceptions of 27 teachers regarding the impact of stuttering on Portuguese students in school settings (Rocha et al., 2022). The findings revealed that, teachers had negative attitudes about stuttering because they lack knowledge about speech disorders. It included misinterpreting student behavior and reaction typical of students who stutter. Most of the teachers demonstrated uncertainty of stuttering and never talked about it with their students. In the same vein, St Louis et al. (2018) suggested that teachers'

impressions and relationships with students who stutter can be negatively affected due to their misconceptions about stuttering. For instance, the study conducted in specific educational institutions of Copperbelt and Lusaka provinces in Zambia evaluated teachers' perceptions and reactions towards students who stutter. The research data showed that many teachers held misconception causes of stuttering, believing that it resulted from physical injuries, traumatic birth experiences which stem from societal myths. The findings demonstrated that teachers have a lack of knowledge about stuttering because of inadequate training and speech disorder education. On the contrary, the special education teachers maintained more positive and informed attitudes toward students who stutter than other teachers even though the general attitude toward them was negative. The lack of knowledge of teachers regarding stuttering was also indicated in the study conducted at an Estonian school. The study aimed to explore how students who stutter cope within their school environment, with particular attention to teacher experiences. The results of the study show that students who stutter often wish to engage in open communication with their teachers about speech impediments, to get empathy and support from their teachers. However, many teachers reported feeling uncertain and chose to avoid talking about stuttering. Instead, teachers rely on their gut feeling and personal judgement (Tammemäe & Söggel, 2021). The study conducted in Egypt aimed to explore teachers' knowledge, beliefs, and attitudes toward students who stutter, by recognizing that educators have a profound impact on student's self-image, academic engagement, and social integration (Elrefaie et al., 2022). The findings of the study showed that Egyptian teachers in Cairo have a significant misconception about the causes of stuttering, based on their beliefs where teachers attributed stuttering to traumatic experiences, associated with seizures, which indicates their lack of knowledge of the genetic and neurological causes of stuttering. Moreover, teachers described students who stutter as shy or anxious, which promotes their prejudice towards students, and increases emotional strain in their experiences. In terms of their perceptions of students who stutter,

only few of the teachers reported that students who stutter could pursue any career, specifically those where fluent speech is required. To cope with challenges, teachers usually referred to unsupported strategies such as, saying to students “slow down” or “take a deep breath,” which often exacerbates the issue.

Collectively, these studies outline a critical role for the teachers’ classroom strategies to improve the psychological and social well-being of students who stutter. The role of teachers in educational contexts and their experiences with students who stutter significantly impact the involvement of students in the classroom and school life. However, their negative attitudes or misconceptions about stuttering might negatively impact these students. Meanwhile, the literature regarding the teacher’s experiences with students who stutter focusing on their well-being is limited in the Kazakhstani context.

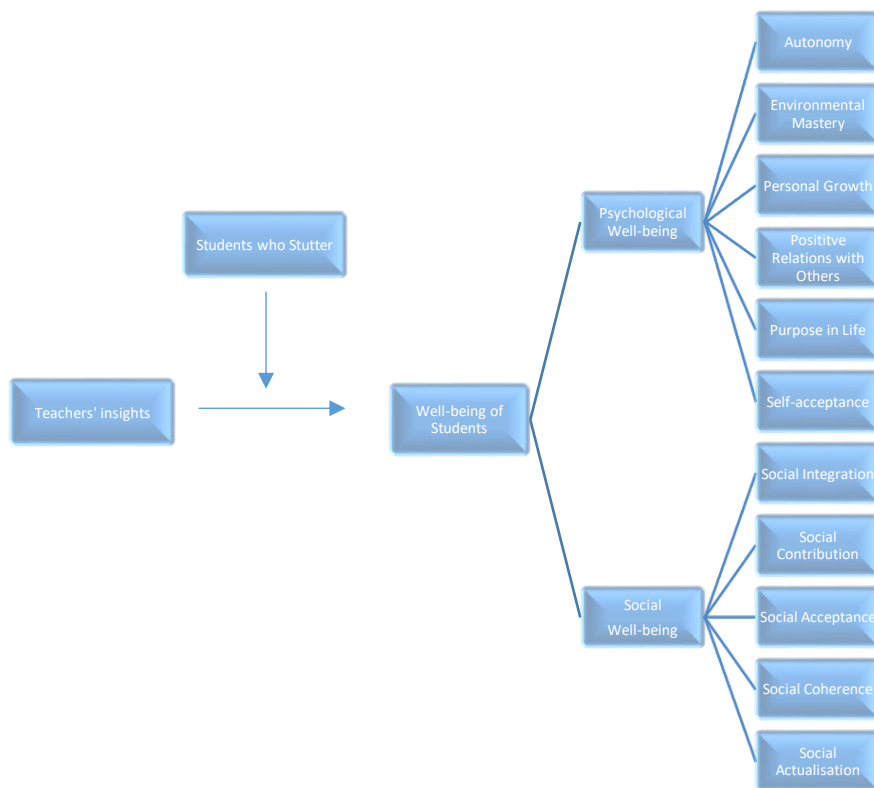
Conceptual Framework

This research investigates the teachers’ insights on psychological and social well-being of students who stutter studying in inclusive schools, which is grounded with two theoretical frameworks—Ryff’s (1989) psychological well-being model and Keyes’ (1998) model of social well-being. By integrating these two models into one conceptual framework the study aims to offer teachers a deeper understanding of both the psychological states and the social experiences of students who stutter. By examining these aspects of well-being, the research intended to raise teachers’ awareness of unique challenges faced by students who stutter, enabling them to recognize these challenges more clearly. Finally, the research findings will assist teachers to improve psychosocial well-being of students who stutter in an inclusive classroom setting. Figure 1 illustrates a conceptual model highlighting that teachers have a direct impact on well-being of students, particularly students who stutter. The concept of well-being was focused on two dimensions of

psychological and social well-being. The model incorporates interconnected components based on Ryff's (1989) psychological well-being framework and Keyes' (1998) model of social well-being. Psychological well-being includes elements such as autonomy, environmental mastery, personal growth, positive relationships, purpose in life, and self-acceptance. Social well-being, according to Keyes, comprises five components: social integration, social coherence, social contribution, social actualization, and social acceptance.

Figure 1.

The Conceptual Model of Teachers' Insights on Psychological and Social Factors Relating to Well-being of Students who Stutter



Note. Adopted from Ryff(1989) and Keyes(1998).

The Ryff's (1989) psychological well-being model consists of the main six components of well-being: autonomy, environmental mastery, personal growth, positive relations with others,

purpose in life, and self-acceptance. This framework allows for this study to understand the awareness on psychological well-being of students who stutter by enabling teachers to report on their experiences and allowing a thorough analysis on multiple key aspects of model. In the context of education, Ryff's (1989) model of psychological well-being has been widely used in research, by highlighting its importance to comprehend student's well-being in school life (Hanson et al., 2016., Morales-Rodriguez, 2020; Soutter et al., 2013;). This can be explained with the fact that, the school setting, where students engage with teachers, peers and the educational system, is closely related to the model's key components on autonomy, personal growth, positive relationships, purpose in life, and self-acceptance. The purpose of this study is to learn more about the awareness of teachers what they know about the level of well-being of students who stutter, which can be guided with this model's key concepts including students' motivation, beliefs, and social interactions within the academic and social settings. With its focus on interpersonal development and healthy relationships, Ryff's (1989) model offers an effective theoretical framework for examining these complex but significant aspects of students' psychology. The model helps to evaluate the level in which stuttering students have integrated into the inclusive environment and the psychological factors that shape their educational experiences. Table 1 provides an explanation of each key component of the psychological well-being, by giving definitions of low and high score of the level of well-being for every aspect based on Ryff (2013).

Table 1

Definitions of Key Concepts of Psychological Well-being Model

Components of Psychological Well-being	Definitions
<i>Autonomy</i>	

High Scorer

- is independent and self-determining; capable of resisting social pressure to think and behave in a particular manner; controls behavior independently; and analyzes himself/herself based on personal criteria.

Low Scorer

- has a concern with other people's opinion and expectations; makes critical decisions based on their judgements; complies with societal pressure to think and behave in particular ways.

Environmental Mastery

High Scorer

- Maintains a sense of competence and mastery throughout the environment;
- Manages a wide range of external activities;
- Effectively uses opportunities around setting;
- Has an ability to select or create settings that are appropriate for one's needs and values.

Low Scorer

- Lacks a sense of control over the surrounding environment.
- Has a challenge to manage daily concerns.
- Have a feeling of powerless to control over external world

Personal Growth

High Scorer

- Has a sense of continuous growth.
 - Perceives himself/herself as developing and maturing.
 - Is receptive to new experiences;
-

Low Scorer

- Has a sense of realizing his or her full potential;
- Observes improvements in himself/herself and behavior over time
- Is evolving in ways that demonstrate increased efficacy and self-awareness.
- Has a feeling of boring and uninterested in life;
- Lacks a feeling of personal growth or progress.
- Finds it difficult to adopt new attitudes or habits.

Positive Relations with Others

High Scorer

- Has a relationship with others that are warm, fulfilling, trustworthy;
- Cares about welfare of surrounding people.
- Is empathetic, affectionate, intimate.
- Have an understanding of reciprocity of human interactions.

Low Scorer

- Has a challenge to make new relationships with others.
- Lacks imitate, trustworthy connections, struggles to be kind, honest, considerate of others,
- Feels isolations and segregation in social situations,
- Has an unwillingness to make concessions in order to maintain significant relationships with others.

Purpose in Life

High Scorer

- Has a strong motivation in life and a sense of directedness.
- Believes that life has value, both now and in the past.
- Has goals and purposes for living.

Low Scorer

- Lacks an idea of life meaning.
- Lacks direction.
- Has few goals and purposes.
- Does not perceive the purpose of a previous existence.

Self-acceptance

High Scorer

- Has an optimistic attitude toward life;
- Embraces and acknowledges all accepts his/her both good and negative qualities;
- Feels positive about history of life.

Low Scorer

- Has a feeling of dissatisfaction with himself/herself.
- Disappointed by their past lives, experiences.
- Is concerned by some qualities of themselves.
- Wishes to be different person than what they are.

Note. Adapted from Ryff(2013).

It is suggested that both psychological and social aspects of students with special needs promote not only inclusion, but also safe learning environment. The above-mentioned Ryff's (1989) model of psychological well-being has a foundational framework to understand a student's psychological state and identify in which level of well-being the person is situated in. Although this model of psychological well-being does not cover social aspect of well-being of students, which is

considered as equally important in inclusion, will be incorporated in another theoretical framework of social well-being by Keyes (1998). This social model of well-being is significant to understand the social life of students who stutter within the school environment. The use of this framework allowed to explore teachers' experience and awareness about social life of their students who stutter, which guided the interview questions such as: Do they feel accepted and integrated within their school community? Do they feel they can be their true selves and make meaningful contributions?

According to the Keyes (1998), the term of "social well-being" describes how people perceive and assess their role, experiences, and interactions in a society. It includes an individual evaluation of how people feel and perform in societal surroundings. Keyes' (1998) model of social well-being identifies five dimensions: social acceptance, social actualization, social contribution, social coherence, and social integration. Table 2 describes the key components of social well-being model and their alignment with other theories of researchers. This concept of social well-being stemmed from several theoretical frameworks, where each key component is defined.

Table 2

Definitions of Key Components of Social Well-being Model

Social Well-being Components	Definitions
Social Integration	Is how individual perceive the quality of their relationship with society and their community. It is a reflection of a sense of belonging and shared identity with others in one's social environment. The person with high social well-being feels connected and accepted, and aligned with

values and norm of the community. Social integration is based on ideas of socioeconomic awareness (Marx), cultural alienation and social isolation (Seeman), and social cohesion (Durkheim).

Social Acceptance

Is how individual perceives society based on general impressions of other people. Those who have a social acceptance they tend to have faith in other people, believe in their capacity for kindness, and see others as hardworkers. In this aspect it aligns with personal acceptance, due to the fact that individual with healthy self-esteem embrace both strengths and weaknesses (Ryff, 1989), and are socially open to accept others. Social acceptance is considered as the interpersonal indicator of self-acceptance.

Social Coherence

Is how individuals understand the structure, function and clarity of social words, showing an interest in social affairs, and believing in their ability to understand things happening around them. People with high level of social coherence,

strive to make sense of change happening around, even while acknowledging the imperfections. This aspect of coherence can be described as meaningfulness, which is discussed in the works by Mirowsky and Ross (1989) and Seeman (1991), which indicates that society is understandable, organized and slightly predictable.

Social Actualisation

Is how individuals evaluate the potential and future path of society, with a strong belief that social progress is being realized through its institutions. People with high level of social actualization, tend to have a positive perspective on social evolution and perceive themselves as a part of change. This aligns with psychological theories of self-realisation (Maslow, 1968), eudaimonic well-being (Waterman, 1993), and personal growth (Ryff, 1989), which have an accent on continual development and openness to new experiences.

Social Contribution

Is how individuals assess their own values in a society, by recognizing that they are

important parts of the community with something meaningful to offer. It can be aligned with a concept of self-efficacy which focuses on confidence in one's ability to achieve goals (Bandura, 1977). Also, social responsibility comes with a sense of duty to contribute to society (Gecas, 1989).

Note. Adapted from Keyes(1998).

Summary

To summarize, this chapter focused on the analysis and synthesis of literature across five key themes: the concept of stuttering, students who stutter, the concept of well-being in school settings, the role of teachers in supporting students who stutters, and teachers' experiences working with these students in various international contexts. Furthermore, the chapter introduced the conceptual framework guiding this study, which is grounded in two theoretical models: Ryff's (1989) model of psychological well-being and Keyes' (1998) model of social well-being.

The synthesis of the literature reveals that most international studies emphasize teachers' perceptions of students who stutter (Akmese et al., 2024; Elrefaie et al., 2022; Fichman et al., 2024; Kumar & Varghese, 2018; O'Brian et al., 2011; Rocha et al., 2022; Tammemäe & Söggel, 2021), while limited attention has been given to teachers' lived experiences, particularly in relation to the well-being of students who stutter. Existing research also highlights that teachers often hold misconceptions about stuttering (Cooke & Millard, 2018; Iftikhar et al., 2022; Walden & Lesner, 2018). However, there is a notable gap in understanding in the insights and experiences of teachers in fostering both the psychological and social well-being of these students. This study, therefore,

aims to explore those gaps by investigating teachers' insights in teaching and supporting students who stutter.

Chapter 3: Methodology

The previous chapter offered a comprehensive overview of the topic, exploring the psychological and social challenges faced by students who stutter and summarizing the insights from prior research. In this chapter, the focus shifts to the methodology utilized in this study. It outlines the research design and methodology, including key elements such as the research site, sample size and selection, data collection tools and procedures, and subsequent data analysis. The chapter concludes by discussing the ethical considerations involved.

Research Design

The objective of the study was to understand insights of teachers on psychological and social well-being of students who stutter. Therefore, the qualitative research, specifically phenomenological study, was used to investigate the teachers' insights on the psychological and social well-being of students who stutter in secondary inclusive schools of Astana. Because the qualitative approach acknowledges the subjective experiences and perceptions of the participants, it allows to explore how teachers understand and interpret the psychological and social challenges faced by students who stutter within the inclusive school environment. Secondly, the concept of well-being among students who stutter can significantly vary from one student to another, which is influenced by their background, social environment, how teachers accept their stuttering, and how teachers cope with challenges and navigate classroom environment, which make it relevant to choose a phenomenological study. By using a qualitative approach, this study concedes that reality is subjective and shaped by individual interpretations, with an interpretation that knowledge is constructed through understanding the lived experiences of individuals (Creswell, 2013).

The phenomenological study seeks to illuminate the often "taken-for-granted" assumptions that underpin the experiences of participants (Qutoshi, 2018). Phenomenology emphasizes the importance of understanding the world through the lens of individual experience (Rodriguez &

Smith, 2018); in this case a phenomenon is the insights of teachers who teach to students who stutter based on their experiences through daily classroom interactions. Rather than imposing pre-existing theories or assumptions, phenomenological research aims to uncover the essence of how individuals perceive and make sense of a particular phenomenon (Dahlberg & Dahlberg, 2004). Phenomenology prioritizes understanding the lived experiences of individuals (Grossoehme, 2014), allowing researchers to explore the challenges of how teachers manage and support the psychological and social well-being of their students who stutter, rather than simply measuring it through standardized tests. Moreover, this approach recognizes that teachers could observe how students make sense of their stuttering within social contexts, as well as how public attitudes and stigma can impact students' well-being. Notably, the role of teachers plays a significant influence on students' experience both inside and outside of the classroom by focusing on the teachers' insights. Teachers often provide emotional and social support, fostering positive relationships with students who stutter, which can significantly impact their psychological and social development. By using qualitative methods, such as in-depth interviews, this approach allows teachers to share their understanding of how school experiences and other social factors occurring at classroom setting affect the well-being of students who stutter. In addition, exploring teachers' insights through a phenomenological lens not only highlights the importance of their role but also motivates educators to reflect on their own practices and contributions to the inclusive educational environment.

Research Site

The research site for this study was selective inclusive schools in Astana city, where students who stutter study in a mixed class of fluent speaking students with students who have speech disorders. The reason for selecting these schools was based on the commitment of inclusive schools to integrate students with diverse learning needs, including students who stutter. By focusing on these types of schools, the study explored how Kazakhstani inclusive schools implement the

strategies to support teachers who teach students with special needs, support challenges faced by students who stutter, and to what extent teachers create conditions for those students. In addition, choosing schools in this city allowed to contribute to inclusive education practices in Kazakhstan, an area where literature on stuttering in educational settings is scarce relative to the West. The focus on inclusive schools ensured that the study aligns with current educational reforms that promote equal access to quality education for all students, regardless of their abilities. The following inclusion criteria was used to select schools as research site:

1. The school must have a history of successful integration of students who stutter into inclusive classrooms.
2. The school should have a diverse population, which means that both students who do not stutter and who stutter are included, facilitating peer interaction.
3. The availability of experienced teachers who have worked with students who stutter in inclusive setting.

The exclusion criteria for research site:

1. The school which has segregated programs or classes for students who have speech and language impairments.
2. The schools who do not have resources or specialist who has experience working with students with speech impairments.
3. The schools that lack inclusive policies or experience of working with students who have speech and language impairments.

Research Sample

The research sample for this study was eight teachers who have direct experience of teaching students who stutter within inclusive classrooms. The phenomenological research typically involves six to ten participants, and it is determined by an indicator of data saturation (Guest et al., 2006). The

participants for this research were selected using techniques of purposeful sampling, particularly convenience sampling. This approach is commonly used in qualitative research, involving individuals or group of individuals – who have knowledge or experience with a phenomenon of interest (Creswell & Plano, 2011); in this case the phenomenon is the experience of teachers working with stuttering students.

Table 3

Demographic Information of the Teachers

	Participant Pseudonym	Student Taught (gender, grade)	Type of School	Teaching Experience
1	Gulnara	Male, 9 th gr	Private	4 months
2	Zamira	Male, 7 th gr	Private	6 months
3	Tamara	Female, 10 th gr	Public	3 years
4	Maryam	Male, 11 th gr	Public (gifted)	5 years
5	Guldana	Male, 8 th gr	Public	8 years
6	Kalamkas	Male, 9 th gr	Public	6 years
7	Balzhan	Male, 9 th gr	Public (gifted)	10 years
8	Zhanerke	Girl, 9 th gr	Public	5 years

Inclusion criteria for participants required that they had at least one term (three months) of teaching experience with students who stutter in an inclusive classroom setting. Additionally, participants had to voluntarily agree to take part in the research study. Exclusion criteria included teachers who had less than three months of direct experience with students who stutter or those who only worked with students outside of a classroom environment (e.g., in tutoring or specialized settings). Table 3 presents the demographic information of the eight participants who participated in

the research study. Pseudonyms were assigned to each teacher to maintain their anonymity. The participants have varying years of experience working with students who stutter and come from two types of schools. Six teachers are employed at public schools, two of which specialize in gifted education, while the remaining two teacher participants work at private schools. Additionally, the students taught by these teachers are in different grades at the secondary school level; among the students, six are male, and two are female, all of whom have issues with stuttering.

Data Collection Tools

The primary data collection tool of this study was semi-structured interviews. All interviews were conducted in Kazakh and Russian, depending on the language preferred by each teacher. The semi-structured interviews offered flexibility while allowing the researcher to explore key topics related to the psychological and social well-being of students who stutter. The interview questions were guided with the two models of well-being of Ryff's (1989) and Keyes (1991) on the following themes: autonomy of the student during the lessons and outside the class, self-acceptance of students, social integration with classmates, motivation to study and participate in extracurricular activities. The semi-structured format ensures that while specific topics are covered, participants also have the freedom to share their unique experiences and insights (Creswell, 2013).

The interview guide for this research was carefully based on a review of literature regarding stuttering and teachers' experiences with students who stutter (e.g., Berchiatti et al., 2020; Connery et al., 2019; Hearne et al., 2024; Osuji, 2023; Sander & Osborne, 2019). The semi-structured interviews consisted of ten pre-defined questions (see Appendix C), which were designed to address the research questions by focusing on teachers' experiences with students who stutter, particularly in relation to their well-being. Key questions included: "How do you support students who stutter in your classroom? How do students who stutter perceive their speech difficulties, focusing on their level of self-acceptance? How do students who stutter demonstrate a sense of purpose and

motivation? How well do students who stutter manage emotional challenges?” Moreover, the probing questions and follow-up questions were used to clarify teachers reports in interview process by elaborating more insights form the participants. Interview questions were tailored to explore how teachers perceive their role in supporting students' well-being and how they address the challenges these students face. Through in-depth discussions, the study gained sophisticated understandings of the experiences of teachers teaching students who stutter. An iPhone Voice Recorder was used to audio-record face to face interviews, while other participants, who preferred interviewing online, were recorded on a Zoom platform’s audio recorder. The data was stored on 128 GB micro-SD that later were transcribed and thematically analyzed.

Data Collection Procedure

Before starting the data collection procedure, the ethical approval was obtained from the Ethics Committee of Nazarbayev University Graduate School of Education. The recruitment process started by contacting teachers in Astana that serve students who stutter by convenience sampling. The recruitment process began by identifying the school where potential teacher participants were employed based on inclusion and exclusion criteria. Subsequently, request letters were made to gatekeepers (i.e., school directors) for assistance to connect with teachers who had direct experience with students who stutter. Once permission was given by school principals, I contacted the identified teachers and the informed consent letters were sent to teachers to participate in research interviews. The interview format and location were discussed with research participants based on their convenience. The format of the interview (either online or face-to-face) determined the location, with live interviews held at sites convenient for the teachers, such as within the school premises or another preferred location. The duration of the interviews ranged from 15 to 25 minutes.

Data Analysis

The audio interviews were manually transcribed and subsequently translated into English by a software translator. Reverse translation was used, to ensure that information is the same. After collecting the data among research participants, the data was analyzed using thematic analysis. Thematic analysis is a method for identifying, analyzing and reporting themes within data (Braun & Clarke, 2006). This approach of data analysis allowed detailed exploration of teachers' reports on psychosocial well-being of students who stutter, which resulted in patterns based on predefined themes derived from the research questions. To illustrate, predefined themes such as "peer relationship issues," "self-esteem issues," or "teacher support strategies" guided the data analysis process which provides detailed exploration of mentioned key areas. According to Maguire et al. (2012), the deductive thematic analysis is both rigorous and accurate, since it is not limited by a theoretical or epistemological perspective. Despite being used widely, it offers significantly deep thematic description, maintains authenticity and validity of data collection (Carter et al., 2019).

Data was coded systematically by using structured and approached sequence to interpret the research data. This organized approach improves the consistency and reproducibility of the findings, which enables clarity between data and interpretation of the data, because each stage connected with previous ones, which give a result of sophisticated understanding of the data (Braun and Clarke, 2006). The data analysis process consisted of six steps of thematic analysis. First, the data analysis process started by getting familiarized with the data received from research participants, which included thorough reading. The next step was to make codes based on the data gained through semi-structured interviews. The coding was done manually on Microsoft Excel because it is a basic, simple software and relatively cost-effective compared to other platforms. The second phase involved identifying keywords from recurring patterns in the teachers' verbatim reports. These keywords outline experiences and perceptions of participants which derived from the data. The third

phase of the data analysis includes coding process, in which data segments such as brief sentences or words extracted from the reports of study participants convey the main idea, importance, or theme are given codes. In this stage of coding the role of keywords is essential, since they form a foundation for the analysis and helps to transform unstructured data into coherent and manageable units (Braun & Clarke, 2006). After a thorough analysis, the generated codes were grouped together to form themes (see Appendix D). Theme development involved organizing and clustering the codes to identify patterns and relationships, thereby providing deeper insights into research questions. The final step of data analysis process was conceptualization, which involved interpreting the themes and presenting them as a comprehensive report of findings derived from the data.

Validity and Reliability

The importance of honesty/ trustworthiness in data collection is emphasized by Nayar and Stanley (2014), to ensure that responses of participants are accurately represented. Member-checking was used to ensure that data analysis results were credible, where the results of the findings were shared with all eight teacher participants to verify and cross-check the data (Braun & Clarke, 2006). Using verbatim transcription of audio recordings and member-checking are recommended (Creswell, 2013).

Ethical Considerations

Ethical considerations are significant in the credibility of the research study, which serves rights and dignity of participants by ensuring that academic standards are followed (Johnson & Christensen, 2020). In the context of this study, several ethical concerns were identified, including confidentiality of the research participants, due to the sensitive nature of the topic regarding the speech disorder among school students, the potential influence of researcher's positionality and subjectivity on research process.

To maintain the privacy and confidentiality of research participants, all identifiable information obtained from the interviews was changed. This process involved the elimination of all personal details of participant such as names, by de-identifying them with pseudonyms. In accordance with the ethical guidelines the collected data is stored on a password-protected laptop, and non-essential information were permanently deleted after completion of data collection.

The research explored the lived experiences of teachers who worked with students who stutter, specifically sharing insights on student's psychological and social well-being. To share such unique experiences working with special need students may be perceived personal by some of teacher participants, potentially evoking emotional responses during the interview process. For instance, participants may feel discomfort when recalling negative experiences with students who stutter. Based on the work of Rogers et al., (2021), the interview protocol was developed with these considerations in mind. Furthermore, research participants were informed of their right to withdraw from the interview at any time, they might also decline or skip to answer to any question or request a break at any point during the interview, which were outlined in the consent letters (see Appendix B). The main goal of this action to mitigate any emotional anxiety of participants that may arise and to include the option to stop the interview session if necessary.

The importance of honesty in data collection is emphasized by Nayyar and Stanley (2014), highlighting that participants' responses must be accurately represented. As mentioned earlier, a verbatim transcript of the interviews was used to maintain the validity and verifiability of the data. To ensure the validity of the data analysis results, a "member checking" method was used in which the results of the analysis were provided to all eight participating teachers to verify and cross-check the data (Braun & Clarke, 2016). Creswell (2013) recommends verbatim transcription of audio recordings and participant checking to ensure that there will be no deviation from what the participants originally said. In addition, both participants and the researcher will be protected from

unnecessary emotional distress. As Ahern (2012) emphasizes, in qualitative research, managing emotional engagement is essential to maintaining ethical and methodological rigor.

Summary

To conclude, Chapter 3 has revealed the methodology that was employed in this research. This chapter outlined the research design, research site, research sample, data collection tools, data collection procedure, data analysis, and ethical considerations. The research design is a qualitative study which aims to explore the teachers' insights on psychological and social well-being of students who stutter in an inclusive school context.

Chapter 4: Findings

Introduction

The qualitative phenomenological study aimed to explore teachers' insights on psychological and social well-being of students who stutter at inclusive schools. Data was collected until data saturation through the interviews with eight teachers who have experience teaching students who stutter in inclusive schools. Throughout this chapter, direct quotations from the interviews of the participants are presented to better understand the phenomenon in the context. This chapter elucidates the five main themes and fifteen sub-themes that emerged through the process of deductive thematic analysis, ultimately aiming to answer the research questions and its sub-questions.

Study Sample

Table 4 illustrates the teachers' experience in the context of students who stutter, specifically those in grades 5 through 11. Among the students, six are male and two are female. In addition, most of these students are in the 8th, 9th, and 10th grades, with a total of six students from these grades.

Table 4

Characteristics of Study Participants' Students Who Stutter

Variables	Frequency
<i>Age Group (Grade)</i>	
5-7 th	1
8-10 th	6
11 th above	1
<i>Sex</i>	
Male	6
Female	2

Interview Response Analysis

After the stages of coding and categorizing, four themes and thirteen subthemes (see Table 3) emerged. These themes include diverse teaching experiences of participants who worked with

students who stutter in secondary schools of Astana. The main themes include: (1) Teaching experiences with students who stutter; (2) Impact of stuttering on students who stutter; (3) Psychosocial well-being of students who stutter; and (4) Academic and social support. Each of the themes was further divided into sub-themes, which were then organized to provide more detailed insights into the teachers' experiences.

Table 5

Study Themes and Sub-themes

Themes	Subthemes	Examples of Quotes Reflecting Sub-themes
1. Teaching Experiences with students who stutter	<ul style="list-style-type: none"> • Positive teaching experience 	“working with such children is not difficult” (Gulnara)
	<ul style="list-style-type: none"> • Negative teaching experience 	“Since he was a unique child and immediately stood out, he presented some challenges” (Maryam)
2. Impact of Stuttering on students who stutter	<ul style="list-style-type: none"> • Psychological effects 	“anxiety—worrying about how he will pronounce certain sounds. He fears being laughed at by their peers” (Guldana)
		“he felt frustrated and discouraged” (Balzhan)
	<ul style="list-style-type: none"> • Social effects 	“intentionally tease and mock their stuttering peers” (Guldana) “when engaged in conversation, they

become shy because they struggle to express their thoughts clearly and freely” (Kalamkas)

- Physiological effects “develop speech and motor strategies to mask their difficulties, such as smiling, yawning, coughing, or using filler words like "well," "uh," "like," "you know," and "so." (Guldana)
- Academic challenges “avoids participating in group discussions become nervous before a presentation or oral response, get upset when unable to express their thoughts quickly” (Maryam)

3. Psychosocial Well-being

- Self-confidence “appear less confident in situations requiring oral presentations” (Zamira)
- Motivation “student who stutters is highly active and cheerful, with a strong sense of motivation” (Maryam)
- Peer interaction “has many friends and feels at ease in the social environment” (Maryam)
- Social acceptance “no bullying from classmates.

		they tried to help him. teachers and parents also understood and supported him.”
	<ul style="list-style-type: none"> • Social contribution 	“enjoys engaging in sports, reading, and drawing” (Balzhan)
Academic and Social Support	<ul style="list-style-type: none"> • Teaching Strategies: Types of Accommodation 	giving additional time, psychological counselling, creating an inclusive environment, indicating the moments of not stuttering and oral exercises.
	<ul style="list-style-type: none"> • Social Support 	Collaborative work Parental Support

Teaching Experiences with Students who Stutter

The first theme refers to teachers’ general experiences of working with students who stutter, acknowledging that this process is unique for every teacher and influenced by various situations at work. Therefore, this theme was divided into two sub-themes: positive and negative experiences, which categorize the teachers’ perspectives on working with students who stutter.

Positive Teaching Experience

Four of the eight participants (Tamara, Guldana, Kalamkas and Zhanerke) of the study did not consider working with students who stutter as a major challenge. Instead, they viewed the experience as a fulfilling and positive one. Tamara, with not much experience (four months) values the importance of inclusion in the classroom, as she highlights the importance of not singling out the students who stutter in front of their classmates: “Well, I’ve been working with a student who has stuttering for about, uh, four months now. Hmm, I try not to, um, single them out in front of their

classmates.” Similarly, Guldana highlights her approach towards students who stutter by treating them equally same as their peers, ensuring that they have equal educational materials: “I try not to single out such students from the rest of the class. They receive the same education as everyone else—I explain new topics, check homework, and ensure they participate equally in lessons.”

Kalamkas observes that the number of school-age children who stutter has been increasing, and notes that students with stuttering study in inclusive classrooms, where they follow the general curriculum with individualized materials adapted to their needs: “According to medical assessments, these children receive education under the general curriculum. When writing lesson plans, this is taken into account, and additional individualized tasks are prepared.” Zhanerke shares that, in her experience, the key is to build students’ confidence:

In my experience, working with such children is not difficult as long as you help them build confidence. You need to talk to them, encourage them to express their thoughts clearly, and ask their classmates to listen. Once they feel heard, they gradually start to open up.

According to the data from the four teachers, they find the experience positive, with challenges that are manageable as long as teachers focus on fostering inclusive and supportive environment for students who stutter.

Negative Teaching Experience

On the other hand, the responses from four participants (Gulnara, Zamira, Maryam and Balzhan) indicate that working with students who stutter can be challenging, especially for those who lack prior knowledge and experience, or do not have clear educational strategies to support special students. Several teachers expressed feelings of uncertainty or anxiety in the initial stage of working with students who stutter, indicating that lack of preparation and understanding can prevent effective support for students. The common theme in negative teaching experiences was the need for

better planning and accommodation. For example, Gulnara, during the interview acknowledged her failure to adapt lesson plans to meet the needs of her student:

Briefly about my experience: this is my third year working in schools. This year, I am working in a private school with a ninth-grade student who stutters. Unfortunately, I haven't made specific changes to accommodate the student, although I understand the importance of doing so. My failure to plan lessons considering students' learning styles and needs is a shortcoming.

Likewise, Zamira's initial anxiety stemmed from not knowing how to react or provide the right accommodation, whilst Balzhan's experience shows additional barriers, because the student apart from the stuttering has language differences and hearing dyslexia which further complicate the teaching process.

Also, Maryam, who began working with a student who stutters during her first year, recalls the student's unique needs which made him stand out, creating challenges in her approach:

My experience working with a student who stutters began in my first year on the job. Since he was a unique child and immediately stood out, he presented some challenges. To address these difficulties, after about six months, we started working with him in a different way.

These insights of teachers suggest that awareness of teachers should be increased and their resistance to changes in accommodating students should be carefully considered to improve the teaching and learning process.

Impact of Stuttering on Students Who Stutter

The second chapter discusses the various types of effects of stuttering on students who stutter by causing challenges in their school life. This section is divided into four sub-sections: psychological effects, social effects, academic challenges and physiological effects.

Psychological Effects

From the experiences shared by study participants, it is clear that students who stutter face significant psychological challenges. Many of the students feel insecure, anxious, or inferior in comparison to their peers, which in turn is often compounded by a fear of judgement and probable exclusion which can lead to social isolation. Guldana made this observation of her students who stutter:

Compared to other students, he often develops a sense of inferiority. Even when he knows the answer to a question, he tends to remain silent instead of responding automatically. His eyes may show confidence, yet at the same time, anxiety—worrying about how he will pronounce certain sounds. He fears being laughed at by their peers because of their stuttering, which can lead to withdrawal and social isolation.

In the same vein, Balzhan also highlighted the withdrawal of her student: “Initially, he felt frustrated and discouraged, sometimes saying, “I can't do this,” and even cried; When they are unsure of how to read or pronounce words, they become anxious and hesitant, leading to stuttering and withdrawal.” The need for attention and reassurance is also a reappearing theme, with some students seeking special focus to overcome their anxieties, which was highlighted by Maryam:

Another problem was that he spoke very quickly when talking to people. Because of his rapid speech, he sometimes got nervous or anxious. In class, he wanted special attention—he strongly desired to be noticed. Sometimes, he would question why I wasn't paying special attention to him or would assume that I saw him differently.

Interestingly, among students who stutter, the emotional sensitivity to the loud sounds is very high, which affects the students who stutter deeply when they encounter criticism or loud voices. Balzhan shared this about such situations: “I saw that he is kind-hearted, non-aggressive, but very sensitive. He takes criticism personally, and loud voices (whether from the teacher or classmates) affects him

emotionally.” Overall, these psychological factors appear to contribute to their social withdrawal, hesitation in speaking and increased anxiousness in participating in class.

Social Effects

Five out of eight teachers highlighted the social challenges faced by students who stutter. Lack of confidence and fear of judgment are common factors that contribute to social withdrawal, as seen in Zamira's observation of a student avoiding public speaking: “Initially, I noticed that the student often avoided speaking publicly, likely due to a lack of confidence.” Additionally, negative reactions from peers, such as teasing or fear of interaction, further complicate social relationships for these students, as highlighted by Guldana: “Children react differently—some laugh or intentionally tease and mock their stuttering peers, some are afraid to interact with them, while others treat them equally.” Kalamkas and Zhanerke have witnessed stuttering impacting their students’ social life. As evidence, they shared that while some students exhibit shy behavior in conversation, likely due to challenges in communication, there is also evidence of anxiety in high-pressure situations, such as evaluations or when speaking in front of a group. Kalamkas shared, “In social environments, children generally behave well; however, when engaged in conversation, they become shy because they struggle to express their thoughts clearly and freely.” Zhanerke added, “Within the class, the child does not feel too much discomfort. However, if someone comes to evaluate, they may become more nervous when speaking.” Overall, these social challenges underline the importance of fostering a supportive and patient environment to help students who stutter feel more comfortable and included.

Physiological Effects

This sub-section refers to the findings from the participants’ experience that the stuttering significantly influences not only psychological and social aspects of life of the students, but also their physiology. Two participants (Guldana and Balzhan) observed involuntary physical responses

such as facial twitches, nostril flaring, blinking, and body swaying when the student stutters, emphasizing that the body experiences stress and tension during speech challenges. Guldana's experience highlighted that students often developed motor strategies to mask their stuttering: "Students who stutter also develop speech and motor strategies to mask their difficulties, such as smiling, yawning, coughing, or using filler words like "well," "uh," "like," "you know," and "so." They may also change their intonation, speech tempo, rhythm, or voice to manage their speech." These coping mechanisms of the students who stutter serve to divert attention from their speech impairments and make an effort to manage social perceptions. Additionally, students altered their stuttering by changing their intonation, tempo, or rhythm to reduce the stress associated with their speech. This physiological adjustment represents a larger coping mechanism, where the body adapts to regulate speech production. Moreover, Balzhan also shared her experience where the student faced challenges while transitioning from the Russian language to Kazakh. Instead of speaking, the student who stuttered exhibited social withdrawal and reliance on nonverbal cues like pointing or nodding.

After transferring from a Russian school, he answered logical questions in Russian well but struggled significantly when speaking Kazakh. This made him hesitant to speak, and they sometimes withdrew or resorted to nonverbal gestures like pointing or nodding instead of verbally saying they didn't understand.

This highlights the complex relationship between stuttering, social interactions, and physiological reactions, which demonstrates how stuttering influences not only speech production but also the wider social and emotional state of students.

Academic Challenges

The findings from the interviews reveal that students who stutter face significant academic challenges. Overall, seven out of eight teachers agreed that students who stutter have challenges due

to their stuttering in language and literature subjects, notably in verbal tasks. Zhanerke emphasized the importance of allowing extra time for students to organize their thoughts during verbal tasks, acknowledging that while they may struggle with oral assignments, they are capable of conveying their knowledge when given the proper support. Similarly, Gulnara used the same technique by giving additional time to speak, because she observed that while students perform well in written tasks, stuttering significantly slows down their oral responses, making the process much slower compared to their peers: “The student does well in written tasks. However, when asked to respond orally, their stuttering makes the process much slower compared to others. Aside from the time factor, there isn’t a noticeable difference.” Conversely, in the case of Tamara, students who stutter tend to try to speak faster in an attempt to compensate for the perceived delay caused by stuttering, which may also contribute to additional anxiety: “Oh, compared to other students, they try to, uh, answer quickly. Hmm, I think it’s because they feel like their stuttering slows them down, so they, um, try to speak faster than kids who don’t stutter.” Zamira noted that students often avoid participating in group discussions that require active verbal communication, especially presentations, as they feel anxious and their stuttering becomes more pronounced:

I noticed that the student sometimes avoids participating in group discussions, especially those requiring active verbal communication. For instance, they may become nervous before a presentation or oral response, during which stuttering becomes pronounced; Sometimes, I see that she get upset when unable to express their thoughts quickly.

Moreover, Maryam shared that students struggle with weekly assignments and feel shy or frustrated during oral presentations, leading to difficulty in participating in open lessons despite efforts to engage. Therefore, Kalamkas pointed out that students with stuttering often prefer to complete tasks in writing rather than speaking in front of others, as verbal tasks are more challenging. Balzhan mentioned that when speaking in Kazakh, students experience anxiety, often using strategies such as

switching between Russian and Kazakh or using visual aids like comics and story maps to help express themselves:

When speaking Kazakh, they become anxious and struggle to express their thoughts fluently; The student enjoys working in pairs and always carries a dictionary. They compare theoretical concepts in Russian and Kazakh. In literature, they first translate the text into Russian and then back into Kazakh. Alternatively, they use comics or a story map to illustrate and briefly retell the content; They have a vocabulary and grammar notebook, which they use for memorization, though they sometimes forget words—especially academic terms used only in class. They enjoy creating presentations.

The data from the experiences of study participants show that students who stutter require support and understanding in the literature and language subject to succeed academically.

Psychosocial Well-being

The third section includes findings from teacher reports about their awareness of the psychological and social well-being of the students who stutter, based on their experiences. The section also has seven sub-sections that offer analysis of different components of well-being, such as motivation, peer relationship, self-confidence, social acceptance and social contribution.

Self-confidence

The findings from the interviews highlight the complex relationship between stuttering and self-confidence in students. Gulnara noted that one student does not seem overly self-conscious about their stuttering, which she views as an advantage in terms of psychosocial well-being. This lack of self-consciousness may help the student approach tasks and interactions with a level of comfort, reducing the emotional strain often associated with stuttering. However, as Zamira observed, the same student appears less confident in situations that require oral presentations. “However, they appear less confident in situations requiring oral presentations. I always try to

convey that their stuttering is not a barrier to success. Together, we explore ways to adapt to their needs.” This suggests that while the student may be comfortable in everyday interactions, the pressure of performing in front of others can still impact their self-assurance. In response, Zamira emphasizes the importance of conveying that stuttering does not limit their potential for success, actively working with the student to adapt to their needs and build confidence in speaking situations. Tamara shared that the student has had strong support since a young age, which has helped them develop a solid sense of self-confidence, particularly in their ability to handle their speech. However, Tamara also acknowledged that the student is aware of how others perceive them, indicating a level of concern for external validation. This highlights the balance between self-acceptance and the social pressures that can influence a student’s confidence. Maryam’s experience provides a contrast, as she initially focused on addressing the student’s stuttering with more attention, believing it was important to support their needs. However, the student’s response, saying, "Why are you focusing on me so much? Don’t treat me like this. I’m a man. I’m not disabled. I’m not sick," made Maryam reflect on the potential negative impact of this attention on the student’s self-esteem. This realization led her to reconsider her approach, aiming to strike a better balance between providing support and fostering a sense of autonomy and dignity. Overall, these experiences demonstrate that while students who stutter may possess varying levels of self-confidence, their psychosocial well-being is intricately linked to how their stuttering is perceived in the classroom.

Social Acceptance

Teachers’ observations show how society surrounding the students who stutter perceives, accepts or excludes such students. The study participants indicate students experience acceptance among peers, teachers and parents who offer understanding and support. Gulnara emphasized that the student’s classmates are very understanding of their stuttering, noting that there has been no bullying or teasing related to it, by suggesting that peers are empathetic and supportive, contributing

to a positive social experience for the student. Similarly, Maryam shared that there was no bullying from classmates; instead, they actively tried to help the student:

There was no bullying from classmates. On the contrary, they tried to help him. Since they had studied together for many years, they got used to him. Not just me, but other teachers and parents also understood and supported him.

Also, she highlighted the support system from teachers and parents who worked together to create a supportive environment. This suggests that long-term relationships of the students who stutter with peers seem to have created a sense of familiarity and acceptance, with classmates becoming aware of the student's speech impairments.

Guldana added that the way students who stutter interact with peers can be diverse, and the reason of acceptance from classmates depend on teacher, due to the fact that teachers typically do not preemptively reveal speech challenges of the student to the rest of the classroom. This approach allows students to experience social interactions without unnecessary attention to their stuttering, promoting social acceptance. Balzhan supported this idea; she mentioned that in her diverse classroom, which includes students with other speech impairments, students from different backgrounds, orphans, there has never been any mockery or pressure directed at a student with special needs. From this, it is clear that a supportive, inclusive environment can promote social acceptance of the students who stutter enhancing their general social well-being. Overall, these experiences point to a generally positive environment where social acceptance of students who stutter is fostered by understanding, empathy, and the absence of negative behaviors such as bullying or exclusion.

Motivation

Motivation is considered as one of the factors which influences the psychosocial well-being of the students who stutter. The findings suggest diverse experiences related to motivation and how

it is influenced by both internal factors and external support. Gulnara observed that her student is neither excelling nor falling behind in his academic performance, and do not take any volunteer actions among other students. It can mean that while the student who stutter is capable, he may not feel strongly motivated to take on extracurricular activities. On the other hand, Maryam described that her student who stutters is highly active and cheerful, with a strong sense of motivation despite the slight stuttering in his speech, which indicates that personality plays a vital role in student's motivation. This also suggests that positive attributes such as cheerfulness and a calm behavior can boost engagement and active participation at classroom. Balzhan added that her students likes words of praise, but initially struggles with a feeling of receiving low grades, as she states: "He likes being praised but initially had difficulty accepting a grade of 3 (satisfactory). His previous report cards from their Russian school showed mostly 4s and 5s, so receiving a lower grade was upsetting for him." This difficulty with accepting lower grades highlights how past experiences can influence a student's motivation and emotional response to academic challenges. Zhanerke shared that motivational phrases like "You are strong, you can do this" have a positive impact on the student's self-esteem and determination, suggesting that encouragement from teachers can help build resilience and foster a more positive attitude towards the learning process. Overall, these experiences highlight that motivation is shaped by a mix of personal characteristics, past academic experiences, and the positive reinforcement that is received from teachers and peers.

Peer Interaction

Teachers' experience shows that positive peer interaction and supportive classroom environments influences the self-confidence and willingness of students who stutter to engage. Gulnara notes that while she has not organized many group activities in her classes, the interaction of her student who stutters with peers appear normal. She observed that the student who stutters does not have close-knit group of friends, but instead sits near a variety of classmates, including both boys

and girls. This suggests a flexible social integration of the student where he engages with different gender peers by forming rigid social circles. Gulnara highlights that the peers are respectful, refraining from interrupting or pressuring the student to speak faster, which contributes to a supportive atmosphere. This lack of peer pressure likely fosters a sense of comfort and confidence, enabling the student to participate in conversations and activities without fear of judgment.

Similarly, Zamira discusses how her student who stutters interacts well with a few classmates but occasionally feels awkward in larger group settings or outside of the classroom. She also actively encourages teamwork and group activities, which she believes are instrumental in helping students build connections and engage more effectively with peers. In contrast, Tamara acknowledges that while her student who stutters has friends who understand and support them, the overall classroom dynamics may be more limited in terms of broader peer interactions. The student may feel more secure and willing to interact in small, familiar groups but could struggle in larger, less intimate settings. This aligns with the idea that familiar and supportive peers are crucial in facilitating positive peer interactions.

Finally, Maryam provides an example of a student who has a comfortable rapport with a wide range of classmates. She notes that the student has many friends and feels at ease in the social environment, suggesting that a broad network of peer support can be instrumental in enhancing the psychological well-being of students who stutter. This observation emphasizes the importance of creating an inclusive classroom where students feel accepted by their peers, fostering an environment that nurtures self-confidence and reduces feelings of isolation.

Social Contribution

This sub-theme of social contribution reveals engagement of students who stutter in both academic and extracurricular activities from the experiences of teacher participants. Overall, while students who stutter have certain strengths, challenges related to self-expression and leadership are

noted, which will be described below in more detail. Social contributions, notably in terms of participation in group activities, sport sections, school competitions can be both a source of growth or even a huge struggle for students who stutter. Gulnara described her interaction with the student as limited to classroom time, with only a brief opportunity to engage in deeper conversations about their motivations or challenges. She points out that during the science fair week, the student who stutters did not actively participate or demonstrate leadership qualities.

However, Tamara indicated a more positive perspective on the student's motivation, noting their willingness to engage in extracurricular activities. While the student enjoys participating in some areas, they tend to avoid activities that require verbal expression, such as recitation or acting. Kalamkas provides an insightful observation about the intellectual capabilities of students who stutter, noting that her student who stutters has broad intellectual abilities and can quickly solve situational problems. However, the student has a challenge of expressing these ideas clearly and freely, which may limit his contribution in verbal discussions. This can reduce their social contributions in group settings, where verbal communication is often key. On a more positive note, Balzhan revealed that the student enjoys engaging in sports, reading, and drawing. This indicates that the student has strengths outside of verbal communication and can contribute socially in other ways. In group work, classmates are understanding and accommodate the student by assigning smaller, more manageable tasks. She also emphasizes the supportive environment at the school, where students participate in extracurricular activities such as sports and cultural events, fostering strong peer relationships. The availability of these activities may provide alternative avenues for students to contribute socially, particularly in contexts that do not rely on verbal skills.

Academic and Social Support

The last section examines the coping strategies teachers use to deal with challenges they encounter with students who stutter. The findings show that there are two primary types of

strategies: those that are taught by teachers and those that are offered by outside social support. Academic support includes five main strategies used by teachers such as offering more time to speak, offering psychological counselling, creating an inclusive classroom environment, focusing on moments when the student is not stuttering, and providing oral exercises. In addition to in-class strategies, the study emphasizes the significance of external support, such as parental support and collaboration with specialists such as speech pathologists, as crucial part of support system for students who stutter.

Teaching Strategies: Types of Accommodations

This sub-section reveals different types of coping strategies used by teachers to accommodate needs of students who stutter. The teachers' report indicated strategies such as giving additional time, psychological counselling, creating an inclusive environment, indicating the moments of not stuttering and oral exercises.

Giving Additional Time. Gulnara's approach to supporting students who stutter is rooted in patience and empathy, creating a classroom environment where students feel respected and understood. By asking open-ended questions, she encourages the student to articulate their thoughts fully, fostering a sense of agency in their communication. When the student who stutters pauses or struggles to respond, Gulnara is intuitive in recognizing their need for support, stepping in with gentle probing questions like, "Is this what you wanted to say?" This allows the student to confirm their thoughts without feeling rushed or interrupted. Gulnara's decision to avoid finishing students' sentences demonstrates a deep respect for their autonomy, giving them the time to express themselves on their own terms. She emphasizes the importance of not pressuring the student to speak faster or slower, which helps alleviate the anxiety that can come with stuttering. Instead, her focus is on the content of the student's message, rather than the delivery, showing a genuine interest in what

they have to say. Additionally, maintaining eye contact further reinforces her attentiveness and encourages the student to feel valued.

Psychological Counselling. The teachers' perspectives on psychological counseling reflect a deep awareness of the emotional needs of students who stutter and a commitment to fostering their psychological well-being through supportive interactions. Zamira demonstrates an approach by being attentive to signs of anxiety, offering students choice to pause and express themselves in a way that feels comfortable. This creates a safe environment where the student can process their thoughts without feeling rushed or judged. Her focus on normalizing stuttering, viewing it as just one characteristic among many, helps to reinforce the student's value, promoting a sense of self-worth that transcends their speech difficulties. Similarly, Tamara emphasizes the importance of encouragement and praise, using positive reinforcement to motivate students to participate without fear of negative consequences. Her caution about singling students out or removing them from the classroom highlights the importance of inclusion, as such actions could harm their self-confidence. Instead, Tamara advocates for creating a supportive classroom atmosphere where understanding from peers and teachers is prioritized over altering teaching methods. Finally, Zhanerke highlights the role of strong, consistent motivation in building a student's belief in their abilities. By affirming the student's capability with phrases like “You can do it, you are capable,” she fosters resilience and helps students cultivate the inner drive to succeed. Collectively, these strategies reflect a comprehensive approach to psychological support, focusing on emotional validation, encouragement, and the development of self-confidence in students who stutter.

Inclusive Environment. The teachers' perspectives on creating an inclusive environment reflect a strong commitment to fostering acceptance, self-worth, and a sense of belonging for students who stutter. Tamara emphasizes the importance of normalizing stuttering within the classroom, regularly reminding students that it is a natural characteristic and that their value is not

defined by their speech. By attributing the idea that a student's knowledge and abilities can compensate for any perceived shortcomings in speech, she helps shift the focus away from fluency and towards their intellectual contributions. This approach encourages students to embrace their strengths and challenges the stigma that often accompanies speech difficulties. Similarly, Zamira highlights the importance of recognizing individual uniqueness, explaining that stuttering is just one of many characteristics that make a person who they are. This approach ensures that students understand their worth is not diminished by their stuttering, further fostering a supportive and inclusive atmosphere. Balzhan also emphasizes the importance of inclusion by providing individualized plans with simplified assignments to help students make progress at their own pace. Despite challenges in writing, the student remains engaged with the class and does not isolate themselves, which Balzhan attributes to a supportive classroom environment and encouragement from their family.

The Moments of not Stuttering. The teachers' observations about moments when students do not stutter reveal important insights into how language, environment, and the structure of communication can influence the fluency of speech. Guldana notes that when students are given specific and direct questions, they are able to provide clear answers, and occasionally, may not stutter at all. This highlights the significance of clarity and precision in communication, suggesting that when students feel less pressure and are able to focus on answering specific questions, they are more likely to express themselves fluently. By checking their work individually and offering praise, Guldana reinforces positive behavior and provides a supportive framework in which students feel confident enough to engage in oral tasks.

Balzhan offers an interesting observation regarding the relationship between language and stuttering, noting that the student does not stutter when speaking Russian but experiences difficulties when speaking Kazakh. This insight suggests that language-specific factors, such as familiarity and

fluency, might play a critical role in stuttering patterns. It implies that the struggle may not be solely due to a general speech disorder, but could be connected to cognitive factors such as auditory dyslexia or challenges with the second language. This observation invites a more deep understanding of stuttering, encouraging teachers to consider the impact of language proficiency on students' speech fluency and to adapt their support strategies accordingly.

Oral Exercises. Maryam's approach to supporting students who stutter through oral exercises reflects a nurturing and gradual process aimed at building both skill and confidence. Initially, the student was hesitant, feeling insecure and doubting their ability to speak clearly. This fear is common among students who stutter, as they may associate speaking with potential embarrassment or failure. However, Maryam's strategy to involve the student in regular oral exercises was key to helping them overcome these barriers. By providing specific techniques for speaking properly, she created a structured environment in which the student could practice and refine their speech. The focus on exercises to help express thoughts more clearly suggests a methodical, goal-oriented approach that prioritizes improvement in communication skills over time. Her role in motivating the student, coupled with the gradual development of the student's confidence, highlights the critical importance of emotional support and encouragement in this process. As the student gained confidence, it not only allowed him to improve his speaking abilities but also likely contributed to his broader psychological well-being, fostering a sense of accomplishment and self-belief.

Social Support

This sub-section demonstrates the two types of social support (collaborative work and parental support) as were reported by teachers in order to support students who stutter.

Collaborative Work. Guldana emphasizes the importance of collaborative work with speech pathologists as an essential component in supporting students who stutter. This partnership allows

for a tailored approach that addresses the specific needs of students, particularly in developing their speaking and communication skills. Speech pathologists bring specialized knowledge and techniques that can complement a teacher's efforts, providing more targeted interventions and exercises aimed at improving fluency and reducing speech difficulties. By collaborating with speech pathologists, teachers can ensure that their strategies are informed by professional expertise, ultimately creating a more comprehensive support system for students who stutter. This collaboration not only helps in accommodating the student's speech needs but also provides them with a broader range of resources and expertise, promoting their success both academically and socially. Guldana's belief in this collaborative approach underscores the value of interdisciplinary teamwork in creating a nurturing and effective learning environment for students with speech challenges.

Parental Support. The teachers' insights on parental support reveal the crucial role that families play in fostering the psychological well-being and development of students who stutter. Maryam observes that while there were no issues with the student's classmates, concerns from parents regarding similar speech difficulties and shyness highlight the emotional challenges that families are keenly aware of. This suggests that parents are often attuned to their child's struggles and are actively seeking ways to address them, further indicating the importance of their involvement in supporting the student's emotional and social growth. Guldana highlights the significance of parental engagement, emphasizing that overcoming stuttering requires a collective effort. She believes that teachers alone cannot carry the full responsibility, and that parental support is vital in maintaining the student's self-esteem. This highlights the essential partnership between home and school, where open communication and mutual understanding between parents and teachers can provide a more holistic support system for the child. Balzhan provides a compelling example of parental involvement by describing a student who felt different due to wearing hearing aids but was well-prepared for social integration thanks to the care and love of their grandmother and

mother. This example demonstrates how parents and family members can play a proactive role in preparing students for social challenges, ensuring they are supported in their emotional development. The active involvement of both the student's grandmother and mother show the importance of consistent, loving support in building the child's confidence and resilience. Collectively, these perspectives illustrate that strong parental involvement is a key component in the overall support system for students who stutter, fostering a sense of acceptance, security, and self-worth.

Summary

The objective of this study was to explore Kazakhstani teachers' insights based on their experiences with students who stutter, their awareness of the psychological and social well-being of these students, and the strategies they use to support students who stutter. The findings reveal that teachers had a nearly equal distribution of positive and negative experiences (four teachers reported positive experiences, and four negative ones). Teachers with positive experiences attributed their success to an inclusive approach, strong parental support, and the absence of bullying in their classrooms. In contrast, teachers who shared negative experiences identified several challenges they observed in their students who stutter, including psychological, social, academic, and physiological challenges. Overall, teachers showed an awareness of the psychological and social well-being of students who stutter. Predominant themes from the teachers' reports included students' independence in completing tasks without learning support, high social participation (such as involvement in basketball and comic events), and low leadership skills compared to their peers. Additionally, many teachers noted a lack of motivation, which they associated with low self-esteem among students who stutter.

Chapter 5: Discussion

The primary objective of the study was to investigate the experiences of teachers who teach students who stutter, aiming to understand the challenges that their students face, how informed they are about psychological and social well-being of students who stutter, and how they help students who stutter to cope with challenges. The aim of this study is to understand teachers' work in creating and enhancing an inclusive environment as well as shed light on the professional development of teachers to best handle strategies working with students who have special learning needs.

The first three chapters of this thesis introduced the research problem, provided a synthesis of existing literature on the research topic including a review of international studies on teachers' experiences working with stuttering students. Additionally, it justified the chosen methodology for the study. The preceding chapter presented the study's findings based on interviews with participants. This chapter focuses on interpreting those findings and discussing their implications. Specifically, it will explore how the study's results answer the research questions and demonstrate how the selected conceptual framework helped interpret the data. The research questions guiding this study were:

1. What are the experiences of teachers teaching students who stutter at school?
2. What are the level of well-being of students who stutter at school from the perspective of teachers?
3. What coping strategies are taught to help students who stutter in the school setting?

Teachers' Experiences Working with Students who Stutter

Students who stutter need to be supported at school to develop a positive psychological and social well-being, which is beneficial to attain educational outcomes. The role of teachers who teach students who stutter is vital in providing support, as they need knowledge about the special needs of students and an in-depth understanding of strategies that help. Empirical studies demonstrated that

teachers often associated stuttering with negative behavior and lacked sufficient knowledge about it, often holding misconceptions (Fichman et al., 2024). However, inclusive education has enabled teachers and is able to shift perceptions and increase the teachers' knowledge (Hearne et al., 2020). In the current study, the data suggest that the experiences of teachers in Kazakhstan working with students who stutter can be categorized into two types, which are positive and negative. Positive experiences include teachers adopting an inclusive approach, receiving strong parental support, and managing stuttering-related challenges, such as allowing extra time for students to finish their sentences. Teachers also engage in independent research about stuttering and initiate speech therapy and language activities. In some cases, teachers draw on their own personal experiences, such as having relatives who stutter, to better understand and support their students. Additionally, they provide psychological support, assign extra tasks to help students improve their reading skills, and customize tasks through individualized plans to meet each student's specific needs. Local research has highlighted significant gaps in the knowledge of Kazakhstani teachers, especially regarding effective classroom strategies that incorporate an inclusive approach. These gaps can be attributed to various factors, such as the implementation of inclusive education policies in schools, the quality of pre-service teacher training within the local context, and the limited availability of speech therapists to support teachers. Makoelle (2020) suggests that the concept of inclusive education is not yet fully defined and is understood differently among local stakeholders. The study found that, while teachers are doing their best to accommodate the diverse needs of students in the classroom, they feel unprepared to teach an inclusive classroom with students who have special needs. This aligns with a report from a teacher with minimal experience who stated that she did not make specific changes to accommodate a student, even though she recognized the importance of doing so, admitting that her failure to plan lessons based on students' learning styles and needs was a shortcoming. This could also be attributed to her limited experience, as this participant had worked with students who stutter

for just four months at the time of data collection and acknowledged not having sufficient knowledge to support students with special needs. This is consistent with Makoele's (2020) findings, where teachers with limited experience appear unprepared to teach an inclusive classroom. Therefore, increased training for teachers and other stakeholders would be beneficial for the smooth and effective transition to inclusive education. The second reason can be referred to the fact that none of the teacher participants of this study emphasized the importance of support from speech pathologists for students who stutter, which suggests that teachers are not receiving assistance from speech pathologists or guidance from school administration on how to effectively work with these students. An international study found that the most effective strategies for teachers included collaborating with the child's speech-language pathologist (SLP) with whose help, the teachers can better respond to the child who stutters (Cozart & Wilson, 2021).

Teachers' Challenges Working with Students who Stutter

The study participants who have negative experiences highlighted several challenges in psychological, social, behavioral, and academic aspects of school life faced by the students who stutter. Teachers who discussed the psychological challenges faced by their students who stutter highlighted that many of these students struggle with feelings of insecurity, anxiety, and inferiority compared to their peers. This is often further compounded by a fear of judgment and the possibility of exclusion, which can lead to social isolation. These findings in the context of Kazakhstan align with research conducted internationally, where school-aged students who stutter are often viewed as having psychological issues stemming from their inability to communicate effectively, difficulties in forming friendships, and self-condemnation. Anxiety is one of the most commonly observed and extensively studied psychological consequences of stuttering (Opiyo, 2023).

In the context of Kazakhstan, teachers observed that students who stutter faced significant academic challenges, particularly in language and literature classes where verbal participation was

required. However, in subjects like physics and biology, students experienced fewer issues. Despite this, challenges persisted when delivering presentations and during speaking tasks. This finding aligns with several international studies that highlight similar difficulties for students who stutter, particularly in tasks that require verbal communication, such as reading aloud and participating in class discussions (O'Brian et al., 2011; Sari, 2017). Empirical studies reveal that children who stutter often exhibit academic delays and struggle with specific language competencies, such as articulation and grammar, particularly in verbal tasks. Similarly, research by Okutoyi (2016) and Berchiatti et al. (2020) demonstrate an inverse relationship between stuttering and academic achievement, where students who stutter tend to perform academically lower than their non-stuttering peers. In contrast, the study conducted in Kenya (Opiyo, 2023) found that teachers rated children who stutter as performing at average or above-average academic levels, suggesting that their main challenge lies in social interactions rather than academic tasks. This contrasts with the findings in Kazakhstan, where the main difficulties were academic tasks requiring verbal participation, rather than issues related to psychological or social conditions.

Therefore, while there is broad consistency in findings regarding the negative impact of stuttering on academic performance, certain international studies, like the one from Kenya, suggest that social factors may play a more significant role in the academic outcomes of students who stutter than previously thought. This aligns with one of the teacher's insights on the psychosocial well-being of students, where she expressed the belief that the well-being of students who stutter is not solely dependent on academic challenges or the teaching strategies and methodologies employed. Instead, it can be significantly influenced by the environment surrounding the student.

The findings show that teachers have no reports of bullying or peer rejection related to students who stutter. In contrast, students received significant help, support, and understanding from their classmates, along with strong parental backing. The findings also showed the key role of

parents in teaching children how to respond resiliently (Caughter & Crofts, 2018), because students who stutter are more psychologically vulnerable to challenges and strong parental support can strengthen their resilience to better cope with social issues such as bullying, peer rejection, and negative peer relationships. This finding contrasts with international studies, where bullying and teasing of students who stutter are often highlighted as major issues in other countries (Opiyo, 2023). Also, Marder (2020) found that students who stutter express social discomfort during classroom teaching and learning process and during interaction with peers in and outside the classroom setting. Furthermore, the literature highlights the importance of educating families of individuals with special needs and highlights the necessity for early intervention and collaborative planning and implementation of educational processes by experts and families (Iverach & Rapee, 2013).

Physiological Challenges of Students who Stutter

The data analysis revealed another category of challenges related to body language and facial expressions impacted by stuttering, as reported by the teachers of students who stutter. This finding aligns with a study by Nazarova (2020), which also highlights additional stuttering-related impacts, such as eye blinking and jerking of the head, jaw, and other body parts. These physical effects of stuttering can be explained by disruption of the smooth coordination between jaw, lips, throat, larynx, and middle ear muscles, which are essential for fluent speech. According to Marin et al. (2024), this disruption in coordination in individuals who stutter leads to abnormal muscle tremors and increased involuntary body movements. Overall, it can be considered that both local and international studies suggest that these physical signs are negative effects of stuttering, highlighting the need for treatment approaches which involve both the speech and physical signs of the speech disorder.

Teachers' Insights on Psychological and Social Well-being of Students who Stutter

The findings indicate that, in Kazakhstan, teachers are aware of the psychological and social well-being of students who stutter. Psychological well-being includes dimensions such as autonomy, environmental mastery, personal growth, positive relationships with others, purpose in life, and self-acceptance (Ryff, 1989). Teachers' insights into the psychological well-being of students who stutter align with Ryff's psychological well-being model (1989). Summarizing the teachers' reports, it can be said that, overall, the psychological well-being of students who stutter is rated at an average level according to Ryff's (1989) scale. The autonomy of students who stutter, from the teachers' perspective, is considered high, as students can self-determine and independently complete classroom and home tasks. However, some teachers noted that students who stutter sometimes feel vulnerable to social pressure, such as concerns about what their peers may think during presentations or verbal tasks. At times, students may rely on the judgment of others when participating in extracurricular activities. The environmental mastery of students who stutter is rated highly. This can be explained by the fact that these students demonstrate competence in managing their environment, such as attending school, preparing lesson books and workbooks, and making choices that align with their personal needs and values. Teachers rated the personal growth of students who stutter as high, with all teachers highlighting the strong motivation to study among these students. They are open to new experiences, have a desire to learn, enjoy variety in tasks, and are eager to participate in group activities. Teachers reported that students who stutter tend to have warm, trusting relationships with others. They are concerned for the welfare of others, capable of strong empathy, affection, and intimacy, and understand the give-and-take of human relationships. However, the dimension of purpose in life in Ryff's model could not be assessed by teachers, as they lack knowledge about their students' life goals and future plans. Students who stutter generally do not share these aspects of their lives with their teachers. Interestingly, the self-acceptance of students who stutter is rated highly,

despite their stuttering. According to the teachers' reports, none of the students expressed dissatisfaction with themselves or disappointment over their stuttering. They do not seem troubled by certain personal qualities or wish to be different from who they are. Social well-being includes social acceptance, integration, and contribution. Teachers observed positive psychological outcomes in students who stutter, particularly in areas like autonomy, where students complete tasks independently, and personal growth, with many participating in extracurricular activities. In summary, teachers in Kazakhstan generally perceive the psychological well-being of students who stutter as positive, with high levels of autonomy, environmental mastery, and personal growth. While students are capable of independent task completion and exhibit strong motivation for learning, teachers also note that some may feel vulnerable to social pressures. Overall, students show strong self-acceptance and positive relationships, though teachers lack insight into their life goals and purpose.

The overall social well-being of students was analyzed using Keyes' (1998) model, which includes five key components: social acceptance, social integration, social contribution, social coherence, and social actualization. In terms of social integration, students who stutter generally exhibit positive relationships with society, particularly within the school environment. This includes their interactions with classmates, teachers, and the broader school community. Social integration refers to the extent to which individuals feel connected to their society, and in the case of students who stutter, they share common experiences with their non-stuttering peers, such as participating in group projects, completing similar home tasks, and engaging in extracurricular activities like competitions. Furthermore, these students feel a sense of belonging within their educational environment, which is reinforced by the equal opportunities they have to study alongside their peers at the same academic level. This sense of inclusion and equal participation contributes significantly to their social well-being. Social acceptance can be measured by whether students who stutter trust

their classmates and teachers. From the teachers' perspective, it is evident that students are willing to share their concerns, thoughts, ideas, and feelings, indicating that they have a sense of trust in the surrounding environment and society. According to Keyes (1998), individuals with high social acceptance are not only capable of showing kindness to others but also believe in the industriousness of people. This can be demonstrated by the fact that students who stutter place their trust in their teacher's support, reflecting a mutual dedication to hard work and effort. Social coherence for students who stutter refers to their ability to perceive and make sense of their social world, feeling that it is organized, meaningful, and supportive. The study analysis revealed that all the teachers foster this coherence, where students who stutter feel understood and accepted, and also to reduce stigma and promote empathy. Social actualization refers to the growth and development of students within society. However, this concept is not always evident among students who stutter. According to reports from teachers, leadership roles are rarely voluntarily assumed by students who stutter. This observation is supported by studies, such as those conducted by in this study which highlight that students who stutter often refrain from taking on leadership roles. This trend is consistent with research indicating that the perception of leadership among students who stutter is often influenced by psychological factors, such as self-esteem and motivation (Zeigher-Hill et al., 2020). These psychological traits can significantly impact their willingness to take on leadership responsibilities. The social contribution can be evaluated by student's value in society, which includes the belief that they are vital members of society, and it characterizes the concept of efficacy and responsibility. This can be evident from extracurricular activities of students who stutter and participation in group projects. To illustrate this, two participants reported that the students who stutter enjoy playing basketball, drawing, and participating in acting and sports competitions.

In summary, the social well-being of students who stutter, as measured by Keyes' model, is influenced by their social integration, acceptance, coherence, actualization, and contribution. While

these students experience positive relationships, feel included in their educational environment, and engage in extracurricular activities, psychological factors such as self-esteem and motivation may affect their willingness to take on leadership roles and contribute more actively in certain areas.

Teacher's Coping Strategies with Challenges and Supporting Students who Stutter

The findings from local research in Kazakhstan regarding the support for students who stutter align closely with international studies on effective strategies for coping with challenges related to stuttering in educational settings. In Kazakhstan, teachers took a proactive approach by allowing students extra time to finish their sentences, a strategy also highlighted in the work of Adriaensens and Struyf (2016). Their research suggests that maintaining eye contact and offering additional time for students who stutter can help build a positive relationship between the teacher and student, mirroring the techniques used by teachers in this study. Moreover, local teachers also engaged in independent research, included speech therapy, and adapted tasks to meet individual needs, which resonates with international recommendations that treatment goals for children who stutter should not only focus on fluency but also address emotional factors, such as reducing negative emotions and fostering acceptance of stuttering (Cooke & Millard, 2018; Yaruss et al., 2012). This aligns with the idea that encouraging speaking strategies can enhance overall social well-being and academic engagement for students who stutter (Howard, 2013). However, despite these positive approaches, many teachers in Kazakhstan reported a lack of formal training or knowledge about stuttering, which matches findings from other international studies (Li & Arnold, 2015; Silva et al., 2016). This gap in knowledge highlights the importance of involving teachers more actively in the therapeutic process, as seen in research that emphasizes better cooperation between clinicians and teachers to enhance support for students who stutter (Blood et al., 2011; Cooke & Millard, 2018). Moreover, while some studies suggest improvements in teachers' knowledge and attitudes toward stuttering (Irani et al., 2012), cultural and methodological differences across countries may vary in findings. Thus, the

synthesis of local and international studies points to the need for ongoing professional development, awareness-raising campaigns, and collaboration between teachers, therapists, and families to ensure that students who stutter receive the comprehensive support they need to thrive academically and socially. In summary, while the findings from Kazakhstan are consistent with international research on effective stuttering support strategies, there remains a need for further education and awareness for teachers to enhance their ability to effectively support students who stutter. Continued collaboration and training will help bridge knowledge gaps and ensure a more inclusive and supportive environment for these students.

Chapter 6: Conclusion

The present study explored the experiences of teachers working with students who stutter, focusing on their insights into the psychological and social well-being of these students—a topic that has received limited attention in previous research. However, earlier studies such as those by Boranbayeva examined the development of communicative competence in school-age students who stutter through a comprehensive correction process, while Nazarova (2021) provided a theoretical analysis of research on working with school-aged children who stutter in Kazakhstan, including cases related to the social integration of these students. This study adds to the existing literature by offering a thorough understanding of teachers' perspectives on the psychological and social well-being of students who stutter. It specifically investigates their overall experiences with these students, their awareness of the psychosocial challenges these students encounter, and the methods they use to adapt their teaching strategies to create a supportive and safe learning environment for students who stutter.

Summary of Key Findings

This qualitative phenomenological study aimed to explore the perspectives of teachers who have worked with students who stutter, focusing on their awareness of these students' psychological and social well-being, the challenges they face, and the coping strategies they use in the classroom. Data was gathered through semi-structured interviews with eight teachers from inclusive schools in Astana who have experience with students who stutter. The study was informed by the conceptual model of psychological and social well-being attributes (Ryff & Keyes, 1998), seeking to assess teachers' experiences related to aspects such as students' autonomy, social relationships, motivation, sense of belonging, social contribution, and self-esteem.

The findings showed that the teachers in this study had a strong awareness of the psychological and social well-being of their students who stutter. However, their strategies and

knowledge for supporting these students in terms of academic, psychological, and social challenges were somewhat limited. Despite these challenges, teachers' varied experiences and the types of accommodations they use in the classroom reflect their role as key supporters in promoting a positive school experience and maintaining the psychosocial well-being of students who stutter. As a result, a range of strategies addressing psychological, social, academic, and physical challenges were identified.

Limitations

While this study provides valuable insights into the psychological and social well-being of students who stutter in inclusive classrooms, it does have certain limitations. First, the study relies primarily on the perceptions and insights of teachers, which may introduce subjectivity and limit the scope of understanding regarding the full experience of students who stutter. The limitations of this study are primarily methodological in nature. As a qualitative study, it relies on a small number of participants, which means the findings cannot be generalized to a broader population. The sample size limits the scope of the study, as the insights gathered from a few teachers may not reflect the diverse experiences of educators in different contexts. Additionally, the study does not explore the perspectives of the students who stutter themselves, nor does it account for external factors, such as family dynamics or societal perceptions, that may also influence their well-being. Lastly, the study primarily focuses on the role of teachers and does not delve into the broader multidisciplinary approach to supporting students with stuttering, which may involve speech therapists, counselors, and other professionals. Future research could address these limitations by including a more diverse range of stakeholders and considering the voices of students themselves. Moreover, the study specifically focuses on teachers' experiences working with students who stutter, particularly in relation to speech disfluency, which is stuttering. Therefore, the findings cannot be applied to students with other speech disorders, as each condition may present unique challenges and require

distinct strategies. This limits the broader applicability of the results to other types of speech impairments.

Implications

In practice, this study can help raise awareness among teachers about the psychosocial challenges faced by students who stutter. It provides practical guidance on how educators can apply strategies to foster a supportive and safe learning environment for these students. The findings highlight the importance of navigating classroom engagement, promoting positive peer relationships, and encouraging active participation, which can enhance students' academic and social experiences. Moreover, schools can include changes in inclusive education policies to address needs of students who stutter based on the findings of the study by involving more collaboration with speech therapists, providing teacher training courses on supporting students with speech impairments. Additionally, the study emphasizes the role of parental support in sustaining the psychological and social well-being of students who stutter, and teachers can be encouraged to collaborate with parents to ensure the success of these students in the academic environment.

Recommendations

This study contributes to the theoretical understanding of the psychological and social well-being of students who stutter in inclusive classrooms. It explores how teachers perceive and address the challenges of working with students who stutter within the context of inclusive education. This conceptual framework could be used to inform future research on speech disorders in educational settings. Policymakers can use these findings to advocate for better support systems for teachers working with students who have special needs, specifically students who have speech disorders. The schools and educational organizations may benefit from integrating speech therapists in their staff to improve collaboration between educators and specialists, helping teachers to manage challenges of supporting students who stutter. Additionally, the study suggests that policies should be developed to

increase awareness and provide professional development opportunities for teachers which enables them to effectively support students with speech disorders.

Directions for Future Research

This study focused on teachers' insights on psychological and social well-being of students who stutter studying in inclusive classrooms, but it did not explore the perspectives of other stakeholders such as parents. Further work is needed to understand parents' awareness on their children's experiences who stutter, which could provide a more holistic perspective on the students' well-being and involvement at classroom. In addition, due to limited sample size, only eight teachers from schools in Astana were interviewed in this study, it would be valuable to investigate, a more diverse range of teachers, particularly those from different regions or other school types. Future studies could explore, the experiences of students with other speech or communication disorders, speech delay, articulation disorders, as there is a strong link between speech impairments and student well-being. This would allow for comparative analysis and to better understand how various speech impairments influence social and emotional well-being in inclusive settings. An interesting direction for further research would be exploring the interdisciplinary collaboration between educators and speech-language pathologists (SLPs). Research conducted on these areas of educational practices and medical speech therapy methods could reveal more effective strategies for better classroom involvement. Lastly, this study explored adult experiences, future research might benefit from including students' voices themselves, by gathering first-person narratives from students who stutter on self-perception, classroom involvement and social experiences.

Personal Reflection

Finally, I would like to reflect on the 10-month journey of composing this study. The decision to explore the experiences of teachers regarding the psychological and social well-being of students who stutter was inspired by my personal experience with a speech disorder during my

childhood. However, before embarking on this research, my understanding of the importance of well-being for students who stutter was still developing. I believed that being in class meant being part of the class, but I started questioning whether students who stutter fully participated in school life, whether their psychological condition was being supported, and if their motivation to study was nurtured. Additionally, I wanted to explore teachers' perspectives on how aware they were of their students' special needs in Kazakhstan, which revealed significant gaps in my understanding of the topic.

Therefore, this study has been not only significant from a practical perspective but also crucial for my personal growth, both as a professional and as a researcher. Being able to translate the abstract concept of inclusive teaching into unique experiences—while acknowledging its individual complexities—has greatly enhanced my appreciation for qualitative methodologies, particularly phenomenological inquiry. Identifying and justifying the research problem, strategizing the study design, recruiting participants, conducting interviews, analyzing data, and documenting findings have all contributed to my skill development, each providing valuable learning experiences. Ultimately, this journey has made me a more confident and objective researcher with a deeper understanding and sensitivity toward the phenomenon of working with students who stutter, both as a teacher and as a parent.

References

- Abdalla, F., & St. Louis, K.O. (2012). Arab school teachers' knowledge, beliefs and reactions regarding stuttering. *Journal of Fluency Disorders*, 37(1), 54–69. <http://dx.doi.org/10.1016/j.jfludis.2011.11.007>
- Abrahams, K., Harty, M., St. Louis, K. O., Thabane, L., & Kathard, H. (2016). Primary school teachers' opinions and attitudes towards stuttering in two South African urban education districts. *South African Journal of Communication Disorders*, 63(1). <https://doi.org/10.4102/sajcd.v63i1.157>
- Adriaenssens, S., & Struyf, E. (2016). Secondary school teachers' beliefs, attitudes, and reactions to stuttering. *Language Speech and Hearing Services in Schools*, 47(2), 135–147. https://doi.org/10.1044/2016_lshss-15-0019
- Akmese, P. P., Kayhan, N., & Akmese, B. (2024). Teachers' perspectives on the difficulties they experience with students who stutter, and educational regulations. *South African Journal of Education*, 44(3), 1–9. <https://doi.org/10.15700/saje.v44n3a2360>
- American Psychological Association. (2018). *Insight*. In *APA Dictionary of Psychology*. <https://dictionary.apa.org/insight>
- American Speech-Language-Hearing Association. (2024). *Stuttering*. <https://www.asha.org/public/speech/disorders/stuttering/>
- Aulia, F., Hastjarjo, T D., Setiyawati, D., & Patria, B. (2020). Student Well-being: A Systematic Literature Review. *Gadjah Mada University*, 28(1), 1-1. <https://doi.org/10.22146/buletinpsikologi.42979>
- Berchiatti, M., Badenes-Ribera, L., Ferrer, A., Longobardi, C., & Gastaldi, F. G. M. (2020). School adjustment in children who stutter: The quality of the student–teacher relationship, peer

- relationships, and children's academic and behavioral competence. *Child and Youth Services Review*, *116*, 105-226. <https://doi.org/10.1016/j.chilyouth.2020.105226>
- Berchiatti, M., Badenes-Ribera, L., Galiana, L., Ferrer, A., & Longobardi, C. (2020). Bullying in students who stutter: The role of the quality of the student–teacher relationship and student's social status in the peer group. *Journal of School Violence*, *20*(1), 17–30.
<https://doi.org/10.1080/15388220.2020.1812077>
- Blood, G. W., Blood, I. M., Tramontana, G. M., Sylvia, A. J., Boyle, M. P., & Motzko, G. R. (2011). Self-reported experience of bullying of students who stutter: Relations with life satisfaction, life orientation, and self-esteem. *Perceptual and Motor Skills*, *113*(2), 353–364.
<https://doi.org/10.2466/07.10.15.17.pms.113.5.353-364>
- Bloodstein, O., Ratner, N. B., & Brundage, S. B. (2021). *A Handbook on stuttering* (7th ed.). Plural Publishing.
- Boranbayeva, A. R. (2023). Developing the communicative competence of school-aged children with stuttering in the process of complex correction. *Bulletin of Abai Kazakh National Pedagogical University. Series "Special Pedagogy"*, *72*(1), 31–40.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Caughter, S., & Crofts, V. (2018). Nurturing a Resilient Mindset in School-Aged Children Who Stutter. *American Journal of Speech-Language Pathology*, *27* 3S, 1111-1123 .
- Chang, S., Garnett, E O., Etschell, A C., & Chow, H M. (2018). Functional and neuroanatomical bases of developmental stuttering: Current insights. *The Neuroscientist*, *25*(6), 566-582.
<https://doi.org/10.1177/1073858418803594>

- Chu, S. Y., Unicomb, R., Lee, J., Cho, K. S., St Louis, K. O., Harrison, E., & McConnell, G. (2022). Public attitudes toward stuttering in Malaysia. *Journal of Fluency Disorders*, 74, 105942. <https://doi.org/10.1016/j.jfludis.2022.105942>
- Cobb, T. R., Daniels, D. E., & Panico, J. (2019). Adolescent Students Who Stutter: A Qualitative Exploration of School experiences. *Perspectives of the ASHA Special Interest Groups*, 4(6), 1327–1336. https://doi.org/10.1044/2019_persp-19-00085
- Connery, A., McCurtin, A., Robinson, K. (2019). The lived experience of stuttering: a synthesis of qualitative studies with implications for rehabilitation. *Informa*, 42(16), 2232-2242. <https://doi.org/10.1080/09638288.2018.1555623>
- Cooke, K., & Millard, S. K. (2018). The most important therapy Outcomes for School-Aged Children who Stutter: An Exploratory study. *American Journal of Speech-Language Pathology*, 27(3S), 1152–1163. https://doi.org/10.1044/2018_ajslp-odc11-17-0195
- Cozart, G., & Wilson, L. (2021). Strategies for teachers to support children who stutter: Perspectives of Speech-Language Pathologists. *Perspectives of the ASHA Special Interest Groups*, 7(1), 73–86. https://doi.org/10.1044/2021_persp-20-00281
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Sage.
- Creswell, J.W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). London: SAGE Publications Inc.
- Dahlberg, K. M., & Dahlberg, H. K. (2004). Description vs. interpretation – a new understanding of an old dilemma in human science research¹. *Nursing Philosophy*, 5(3), 268–273. <https://doi.org/10.1111/j.1466-769x.2004.00180.x>
- Darkulova, K., & Amirhanova, G. (2019). Development trends for early comprehensive care for children with disabilities in the Republic of Kazakhstan: Review of scientific publications for

2001–2019. *International Journal of Experimental Education*, (6), 92–96.

<https://doi.org/10.17513/mjeo.11931>

Davis, S., Howell, P., & Cooke, F. (2002). Sociodynamic relationships between children who stutter and their non-stuttering classmates. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 43(7), 939–947. <https://doi.org/10.1111/1469-7610.00093>

Dev, I. (2024). *A unique methodological kit for speech therapists was developed at the Dana Bala Center*. Sarsen Amanzholov East Kazakhstan University. <https://vku.edu.kz/2024/05/24/a-unique-methodological-kit-for-speech-therapists-was-developed-at-the-dana-bala-center/>

Eggers, K., Millard, S., & Kelman, E. (2021). Temperament and the impact of stuttering in children aged 8–14 years. *Journal of Speech, Language, and Hearing Research*, 64(2), 417–432. doi:10.1044/2020_JSLHR-20-00095

Eloff, I., & Graham, M. (2020). Measuring mental health and well-being of South African undergraduate students. *Global Mental Health*, 7, e34. <https://doi.org/10.1017/gmh.2020.26>

Elrefaie, D. A., Ella, M. Y. a. E., Halim, A. S. a. E., & Gobran, R. R. (2022). Survey on Cairene primary school teachers' knowledge and attitude about stuttering. *The Egyptian Journal of Otolaryngology*, 38(1). <https://doi.org/10.1186/s43163-022-00345-4>

Fernández-Zabala, A., Goñi, E., Camino, I., & Zulaika, L. M. (2015). Family and school context in school engagement. *European Journal of Education and Psychology*, 9(2), 47–55. <https://doi.org/10.1016/j.ejeps.2015.09.001>

Fichman, S., Adelman, C., Leyer, M., Tuvia, T. B., Segal, J., & St Louis, K. O. (2024). Schoolteachers' beliefs and self reactions towards stuttering in Israel. *Speech Language and Hearing*, 1–15. <https://doi.org/10.1080/2050571x.2024.2424050>

- Govorova, E., Benítez, I., & Muñiz, J. (2020). How schools affect student well-being: A cross-cultural approach in 35 OECD countries. *Frontiers in Psychology, 11*.
<https://doi.org/10.3389/fpsyg.2020.00431>
- Grossoehme, D. H. (2014). Overview of qualitative research. *Journal of Health Care Chaplaincy, 20*(3), 109–122. <https://doi.org/10.1080/08854726.2014.925660>
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? *Field Methods, 18*(1), 59–82. <https://doi.org/10.1177/1525822x05279903>
- Hanson, J. M., Trolan, T. L., Paulsen, M. B., & Pascarella, E. T. (2016). Evaluating the influence of peer learning on psychological well-being. *Teaching in Higher Education, 21*(2), 191–206.
<https://doi.org/10.1080/13562517.2015.1136274>
- Hearne, A., Miles, A., Clark, E., Brasell, S., Divers, E., Tong, A., & Wielenga, S. (2024). Developing a stakeholder led stuttering resource for teachers in New Zealand. *Speech Language and Hearing, 1*–13. <https://doi.org/10.1080/2050571x.2024.2330200>
- Hearne, A., Miles, A., Douglas, J., Carr, B., Nicholls, J. R., Bullock, M. S., Pang, V., & Southwood, H. (2020). Exploring teachers' attitudes: knowledge and classroom strategies for children who stutter in New Zealand. *Speech Language and Hearing, 24*(1), 28–37.
<https://doi.org/10.1080/2050571x.2020.175075>
- Human Rights Watch. (2019). *On the margins: Education for children with disabilities in Kazakhstan*. <https://www.hrw.org/report/2019/03/14/margins/education-children-disabilities-kazakhstan>
- Hussain, I., Iqbal, I., & Khakwani, S. (2022). Academic environment and students' learning: Causal perspective of secondary school level in Dera Ghazi Khan. *SJESR, 5*(3), 37-49.
[https://doi.org/10.36902/sjesr-vol5-iss3-2022\(37-49\)](https://doi.org/10.36902/sjesr-vol5-iss3-2022(37-49))

- Iftikhar, U., Ishrat, G., & Bukhari, S. (2022). Awareness and perception about stammering among school teachers in Punjab, Pakistan. *Pakistan Journal of Social Research*, 04(02), 754–769. <https://doi.org/10.52567/pjsr.v4i2.528>
- Irani, F., Abdalla, F., & Gabel, R. (2012). Arab and American teachers' attitudes toward people who stutter: A comparative study. *Contemporary Issues in Communication Science and Disorders*, 39(Spring), 12–20. <https://doi.org/10.1044/cicsd.39.s.12>
- Iverach, L., & Rapee, R. M. (2013). Social anxiety disorder and stuttering: Current status and future directions. *Journal of Fluency Disorders*, 40, 69–82. <https://doi.org/10.1016/j.jfludis.2013.08.003>
- Jangeldinova, S. (2023b). Children with special educational needs in education field of Kazakhstan: problems and needs. *Bulletin of the Karaganda University Pedagogy Series*, 110(2), 7–13. <https://doi.org/10.31489/2023ped2/7-13>
- Johnson, R. B., & Christensen, L. B. (2020). *Educational research: Quantitative, qualitative, and mixed approaches*. Boston, MA: Allyn and Bacon.
- Keyes, C. L. M. (1998). *Social well-being scale* [Dataset]. In *PsycTESTS Dataset*. <https://doi.org/10.1037/t13598-000>
- Kumar, A. S., & Varghese, A. L. (2018). A study to assess awareness and attitudes of teachers towards primary school children with stuttering in Dakshina Kannada District, India. *Journal of Clinical and Diagnostic Research*, 12(7), PC01–PC03. <https://doi.org/10.7860/jcdr/2018/35202.12030>
- Li, J., & Arnold, H. S. (2015). Reactions of teachers versus non-teachers toward people who stutter. *Journal of Communication Disorders*, 56, 8–18. <https://doi.org/10.1016/j.jcomdis.2015.05.003>
- Lombardi, E., Traficante, D., Bettoni, R., Offredi, I., Vernice, M., & Sarti, D. (2021). Comparison of well-being, engagement, and perceived school climate in secondary school students with

- learning difficulties and specific learning disorders: An exploratory study. *Behavioral Sciences*, 11(7), 103. <https://doi.org/10.3390/bs11070103>
- Maguire, G. A., Yeh, C. Y., & Ito, B. S. (2012). Overview of the diagnosis and treatment of stuttering. *Journal of Experimental & Clinical Medicine*, 4(2), 92–97.
<https://doi.org/10.1016/j.jecm.2012.02.001>
- Makoelle, T. M. (2020). Language, Terminology, and Inclusive Education: A case of Kazakhstani transition to Inclusion. *SAGE Open*, 10(1), 215824402090208.
<https://doi.org/10.1177/2158244020902089>
- Makoelle, T. M. (2020). Schools' transition toward inclusive education in Post-Soviet countries: Selected cases in Kazakhstan. *SAGE Open*, 10(2). <https://doi.org/10.1177/2158244020926586>
- Makoelle, T. M., & Burmistrova, V. (2021). Teacher education and inclusive education in Kazakhstan. *International Journal of Inclusive Education*, 1–17.
<https://doi.org/10.1080/13603116.2021.1889048>
- Marder, J. (2020). The challenges of remote learning for children who stutter. *The New York Times*.
<https://www.nytimes.com/2020/10/15/well/family/children-speech-stuttering.html>
- Marin, E., Unsihuay, N., Abarca, V. E., & Elias, D. A. (2024). Identification of the biomechanical response of the muscles that contract the most during disfluencies in stuttered speech. *Sensors*, 24(8), 2629. <https://doi.org/10.3390/s24082629>
- Morales-Rodríguez, F. M., Espigares-López, I., Brown, T., & Pérez-Mármol, J. M. (2020). The Relationship between Psychological Well-Being and Psychosocial Factors in University Students. *International Journal of Environmental Research and Public Health*, 17(13), 4778.
<https://doi.org/10.3390/ijerph17134778>

National institute on deafness and other communication disorders. (2016). Stuttering: Voice, speech and language. NIDCD facts sheet. *National Institute of Health Publication*, 97-4232. Retrieved from <http://www.NIDCD.NIH.gov>.

Nazarova, S. A. (2021). Theoretical analysis of research on working with school-aged children who stutter in Kazakhstan, including cases related to their social integration. In K. Zhubanov Aktobe Regional University (Ed.), *Current issues of modern science: A view of young scientists* (Vol. 2, pp. 404–410). K. Zhubanov Aktobe Regional University.
https://zhubanov.edu.kz/media/uploads/manager_science/2024/09/27/2-tom-26042021_Wh0Zqsb.pdf#page=404

Nazarova, S. A. (2021). Theoretical analysis of research on working with school-aged children who stutter in Kazakhstan, including cases related to their social integration. In K. Zhubanov Aktobe Regional University (Ed.), *Current issues of modern science: A view of young scientists* (Vol. 2, pp. 404–410). K. Zhubanov Aktobe Regional University.
https://zhubanov.edu.kz/media/uploads/manager_science/2024/09/27/2-tom-26042021_Wh0Zqsb.pdf#page=404

O'Brian, S., Jones, M., Packman, A., Menzies, R., & Onslow, M. (2011). Stuttering severity and educational attainment. *Journal of Fluency Disorders*, 36(2), 86–92.
<https://doi.org/10.1016/j.jfludis.2011.02.006>

Okutoyi, J. (2016). *Influence of stuttering effects on educational achievement among young adolescent learners who stutter in primary schools in Kakamega County, Kenya* [Doctoral dissertation, Maseno University]. Maseno University Repository.

<https://repository.maseno.ac.ke/bitstream/handle/123456789/3638/Okutoyi%20Final%20Thesis%20Edited.doc%20binding.pdf?sequence=1&isAllowed=y>

- Opiyo, A. R. (2023). Stuttering's hidden side: The need for an empathetic school climate for disfluent school-age children in public primary schools in Kakamega, Kenya. In *Springer eBooks* (pp. 687–703). https://doi.org/10.1007/978-3-031-04504-2_34
- Osuji, G. C. (2023). Psycho-Social effects of stuttering in children. *South Asian Research Journal of Arts Language and Literature*, 5(05), 183–189. <https://doi.org/10.36346/sarjall.2023.v05i05.003>
- Perez, H. R., & Stoeckle, J. H. (2016). Stuttering: Clinical and research update. *American Family Physician*, 93(11), 479–484. <https://pubmed.ncbi.nlm.nih.gov/27303004>
- Qutoshi, S. B. (2018). Phenomenology: a philosophy and Method of Inquiry. *Journal of Education and Educational Development*, 5(1), 215. <https://doi.org/10.22555/joeeed.v5i1.2154>
- Rittmann, M. (2023). “On the Margins.” In Human Rights Watch. <https://www.hrw.org/report/2019/03/14/margins/education-children-disabilities-kazakhstan>
- Rocha, M. S., Rato, J. R., & Yaruss, J. S. (2022). Teachers' perceptions of the impact of stuttering on the daily life of their students who stutter. *Revista Portuguesa De Educação*, 35(1), 132–149. <https://doi.org/10.21814/rpe.18383>
- Rodriguez, A., & Smith, J. (2018). Phenomenology as a healthcare research method. *BMJ Evidence-Based Medicine*, 21(4), 96–98. <https://doi.org/10.1136/eb-2018-102990>
- Rollan, K., & Somerton, M. (2019). Inclusive education reform in Kazakhstan: civil society activism from the bottom-up. *International Journal of Inclusive Education*, 25(10), 1109–1124. <https://doi.org/10.1080/13603116.2019.1599451>

- Ryff, C. D. (2013). Psychological Well-Being Revisited: Advances in the science and practice of Eudaimonia. *Psychotherapy and Psychosomatics*, 83(1), 10–28.
<https://doi.org/10.1159/000353263>
- Sander, R. W., & Osborne, C. A. (2019). Stuttering: Understanding and treating a common disability. *National Institutes of Health*, 100(9), 556–560.
<https://pubmed.ncbi.nlm.nih.gov/31674746>
- Sari, H., & Gökdağ, H. (2017). An Analysis of Difficulties of Children with Stuttering Enrolled in Turkish Primary Inclusive Classes Who Encounter in Academic and Social Activities: From Their Perspectives. *Journal of Education and Practice*, 8(2), 31–43.
<http://files.eric.ed.gov/fulltext/EJ1131778.pdf>
- Silva, L. K., Martins-Reis, V. de O., Maciel, T. M., Ribeiro, J. K. B. C., Souza, M. A. de, & Chaves, F. G. (2016). Gagueira na escola: Efeito de um programa de formação docente em gagueira. *CoDAS*, 28(3), 261–268. <https://doi.org/10.1590/2317-1782/20162015127>
- Smith, A., & Weber, C. (2017). How stuttering Develops: The Multifactorial Dynamic Pathways Theory. *Journal of Speech Language and Hearing Research*, 60(9), 2483–2505.
https://doi.org/10.1044/2017_jslhr-s-16-0343
- Soutter, A. K., O’Steen, B., & Gilmore, A. (2013). The student well-being model: a conceptual framework for the development of student well-being indicators. *International Journal of Adolescence and Youth*, 19(4), 496–520. <https://doi.org/10.1080/02673843.2012.754362>
- St Louis, K. O., Węsierska, K., & Polewczyk, I. (2018). Improving Polish stuttering Attitudes: an experimental study of teachers and university students. *American Journal of Speech-Language Pathology*, 27(3S), 1195–1210. https://doi.org/10.1044/2018_ajslp-odc11-17-0179
- Tammemäe, T., & Sõggel, S. (2021). Supporting a stuttering student at school. *Különleges Bánásmód – Interdiszciplináris Folyóirat*, (2), 91–104. <https://doi.org/10.18458/kb.2021.2.91>

- UNESCO. (2016). *Convention against Discrimination in Education (Paris, 14 December 1960): Deposit of an instrument of ratification by Kazakhstan*. UNESCO.
https://www.unesco.org/en/countries/kz/conventions?TSPD_101_R0=080713870fab2
- Van Riper, C. (1947). Review: Etiology of Articulatory Speech Defects. *Journal of Exceptional Children*, 13(4), 123. <https://doi.org/10.1177/001440294701300408>
- Watkins, K. E., Chesters, J., & Connally, E. L. (2016). The neurobiology of developmental stuttering. In G. Hickok & S. L. Small (Eds.), *Neurobiology of Language* (pp. 995–1004). Elsevier. <https://doi.org/10.1016/B978-0-12-407794-2.00079-1>
- Wesierska, M., Langevin, M., Wesierska, K. (2023). Bullying Experienced by Children Who Stutter: Coping Responses and Preventive Work. *Dialogue Without Barriers*, 311.
- Yaruss, J. S., Coleman, C. E., & Quesal, R. W. (2012). Stuttering in School-Age Children: A Comprehensive Approach to Treatment. *Language Speech and Hearing Services in Schools*, 43(4), 536–548. [https://doi.org/10.1044/0161-1461\(2012/11-0044](https://doi.org/10.1044/0161-1461(2012/11-0044)
- Yoshikazu, K., Toshiro, U., Motohiro, S., Masahiko, T., Yumi, Y., Daisuke, M., & Takashi, N. (2019). Experiences of teasing and bullying in children who stutter. *International Archives of Communication Disorder*, 2(2). <https://doi.org/10.23937/2643-4148/1710013>
- Yussupova, D., Zhussipbek, T., & Dwyer, H. (2023). Analysis of specialists' shortages in schools with inclusive education in Kazakhstan. *Bulletin of the Karaganda University: Economy Series*, 110(2), 123–135. <https://doi.org/10.31489/2023ec2/123-135>
- Zeigler-Hill, V., Besser, A., & Besser, Y. (2020). The negative consequences of stuttering for perceptions of leadership ability. *Journal of Individual Differences*, 1–8.
<https://doi.org/10.1027/1614-0001/a000336>

Appendix A: AI Declaration Form



Thesis Title: Teacher's Insights on Psychological and Social Well-Being of Students who Stutter in
Inclusive Schools in Astana

Declaration of the Use of Generative AI

I hereby declare that I have read and understood NUGSE's policy concerning appropriate use of AI and composed this work independently (please check one):

- with the use of artificial intelligence tools, or
- without the use of artificial intelligence tools.


(If you have used AI tools as defined in the GSE policy document, please complete the rest of this form.)

During the preparation of this thesis/examination, I used ChatGPT, Scribbr, Quillbox [NAME of TOOL] to paraphrase, proofreading and checking for grammar and APA citations [REASON].

I also declare that I

- am aware of the capabilities and limitations of AI tool(s),
- have verified that the content generated by AI systems and adopted by me is factually correct,
- am aware that as the author of this thesis I bear full responsibility for the statements and assertions made in it,
- have submitted complete and accurate information about my use of AI tools in this work, and
- acknowledge that there may be disciplinary consequences if I have not followed NUGSE's guidelines regarding AI appropriate use.

Name: Madina Shaken
Date: 28.04.2025

Signature: 

Appendix B: Consent Letters

Informed Consent Form for Teachers (in English)

Study Title: Teachers' Insights on Psychological and Social Well-being of Students who Stutter in Inclusive Secondary Schools in Astana

Dear Teachers,

You are invited to be a part of this research, which aims to explore your experiences with students who stutter, specifically your insights on their psychological and social well-being. Your participation in this study will involve either a live or online interview, where you are invited to share your insights and experiences of working with students who stutter.

The interview will be recorded for transcription purposes with your consent. The recorded material will be securely archived on my password-protected computer. I will preserve all data for three years post-thesis submission, after which I will delete them permanently. I will make every effort to maintain your anonymity and confidentiality in all written and future publications, and I will eliminate all identifying information from the data before analysis and inclusion in my thesis.

Time involvement: Your involvement is expected to take approximately 30 to 45 minutes.

Risks and Benefits: The risks associated with participating in this study are minimal.

The risks associated with participating in this study are relatively low. You have the option to avoid answering specific questions or to withdraw from the study entirely at any point without incurring any penalties under any circumstances, if any of the topics that were discussed during the interview caused you to feel uncomfortable. I will ensure your comfort and address any concerns during the interview. All the information that pertains to you will be removed without delay in the event that you decide to withdraw from the study after the interview has been completed.

You may not directly benefit from participating in this study, but your contribution could change perceptions in our society regarding students with special needs. Your contribution to this research by sharing your experiences can help educators, policymakers, and society as a whole in the process of

fostering inclusive education practices. This research may help other teachers facilitate better classroom management strategies for students who stutter; they may be able to help students cope with challenges while also supporting their psychological and social well-being. In addition, your participation can help raise awareness and eradicate the stigma that surrounds students who stutter, which will ultimately contribute to the creation of a society that is more accepting and supportive of students with special needs.

Voluntary Nature of the Study:

Your participation in this research is completely voluntary. In the case that you choose to withdraw from the study or decline to answer particular questions, you will not be exposed to any consequences.

Contacts and Questions:

If you have any questions, concerns, or complaints regarding this research study, its procedures, risks, or benefits, please feel free to contact the Master's Thesis Supervisor, Sourav Mukhopadhyay, at sourav.mukhopadhyay@nu.edu.kz.

For independent inquiries or concerns about the research process or your rights as a participant, you may contact the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz.

Thank you for your consideration to participate in this research.

I have carefully reviewed and understood the information provided above. I willingly consent to participate in this study and permit the use of my data for research purposes.

Participant's Name:

Participant's Signature:

Date:

АҚПАРАТТЫҚ КЕЛІСІМ НЫСАНЫ

Зерттеу тақырыбы: Астана қаласында инклюзивті мектептерінде оқитын және сөйлеуінде тұтығуы бар оқушылардың психологиялық және әлеуметтік жағдайы туралы мұғалімдердің түсінігі мен тәжірибесі

Зерттеу жұмысының сипаттамасы:

Құрметті мұғалімдер,

Сіздерді сөйлеуінде тұтығуы бар оқушылармен жұмыс істеу барысындағы тәжірибелеріңізді, әсіресе олардың психологиялық және әлеуметтік жағдайы туралы түсініктеріңізді зерттеу мақсатында жүргізіліп жатқан зерртеуге қатысуға шақырылдығыз. Сізге зерттеуге қатысуға тұтығуы бар оқушылармен жұмыс істеу барысында алынған тәжірибелеріңізбен онлайн немесе бетпе-бет сұхбат түрінде бөлісу ұсынысы түсіп отыр. Сұхбат барысында жазылған ақпарат менің электронды құралымда құпия сөзбен сақталады. Зерттеу жұмысы қабылданғаннан кейін сіздің ақпаратыңыз үш жылдан кейін өшіріледі. Мен сіздерден алынған ақпаратты анонимді түрде жариялауға және жеке ақпаратыңызды құпия түрде сақтауға барлық күшімді саламын. Зерттеу жұмысы соңында алынған сұхбат таспа жөнінде түпкілікті шешім қабылданады.

Қатысу мерзімі: Сұхбат шамамен 30-45 минут уақыт алады.

Зерттеу қатысушыларының құқығы: Егер осы зерттеу нысанында жазылған мәліметтерді мұқият оқып, аталған зерттеуге қатысуды ұйғарсаңыз, сіз өз еркіңізбен келісім берген болып саналасыз. Дегенмен сіздің келісімді бұзу немесе зерттеуге қатысудан бас тарту құқыңыз қай кезде де күшінде болады. Бұл ретте ешқандай айып тартпайсыз және өзіңізге берілген әлеуметтік пакет толыққанды сақталады. Сондай-ақ зерттеуге қатыспауыңызға да болады, қандай да бір сұраққа жауап бермеуге де құқыңыз бар. Бұл зерттеу нәтижелері ғылыми немесе кәсіби мақсатпен белгілі бір ортаға ұсынылуы немесе басылымдарда анонимді жариялануы мүмкін.

Байланыс деректері:

Егер осы зерттеуге байланысты, өткізу рәсімдері жөнінде, тәуекелдері мен артықшылықтары туралы сұрағыңыз, ескертуіңіз немесе шағымыңыз болса, зерттеушінің жетекшісі (Сурав Мухопадхья, электрон поштасы: sourav.mukhopadhyay@nu.edu.kz ,) байланыса аласыз.

Дербес байланыс: Егер аталған зерттеудің өткізілу барысына қанағаттанбасаңыз, қандай да бір мәселе туса немесе шағымыңыз, не сұрағыңыз болса, Назарбаев Университеті Жоғары білім беру мектебі Зерттеулер комитетінің gse.irec@nu.edu.kz электрон мекенжайына хат жазып, байланыса аласыз.

Зерттеуге қатысуға келісім берер болсаңыз, осы нысанға қол қоюыңызды сұраймыз.

- Берілген барлық ақпаратты мұқият оқып шықтым;
- Зерттеу мақсаты және рәсімдері туралы толыққанды ақпарат берді;
- Жинақталған мәліметтердің қалай және неге қолданылатынын, кез келген дербес, құпия ақпараттар зерттеушіге ғана қолжетімді болатынын білемін;
- Зерттеу рәсімдері барысында кез келген уақытта ешқандай себебін түсіндірместен зерттеуге қатысудан бас тарту құқығым бар екенін білемін;
- Жоғарыда берілген тәртіп-ережелерді толық ұғынып, жете түсіне отырып, өз еркіммен зерттеуге қатысуға келісім беремін.

Қолы: _____

Мерзімі: _____

Форма информированного согласия для преподавателей

Название исследования: Мнения учителей о психологическом и социальном благополучии заикающихся учеников в инклюзивных общеобразовательных школах Астаны

Дорогие учителя,

Приглашаем вас принять участие в исследовании, целью которого является изучение вашего опыта работы с заикающимися студентами, в частности, вашего мнения об их психологическом и социальном благополучии. Ваше участие в этом исследовании будет включать в себя живое или онлайн-интервью, в ходе которого вам будет предложено поделиться своими мыслями и опытом работы со студентами с заиканием.

С вашего согласия интервью будет записано для целей расшифровки информации. Записанные материалы будут надежно заархивированы на моем компьютере, защищенном паролем. Я буду хранить все данные в течение трех лет после защиты диссертации, после чего я удалю их навсегда. Я приложу все усилия, чтобы сохранить вашу анонимность и конфиденциальность во всех письменных и будущих публикациях, и удалю всю идентифицирующую информацию из данных перед тем, как добавить в диссертацию.

Время участия: Ваше участие в интервью займет примерно 30-45 минут.

Риски и преимущества: Риски, связанные с участием в этом исследовании, минимальны.

Риски, связанные с участием в этом исследовании, относительно невелики. У вас есть возможность не отвечать на конкретные вопросы или полностью отказаться от участия в исследовании в любой момент без каких-либо штрафных санкций, если какие-либо темы, обсуждаемые во время интервью, вызывают у вас чувство дискомфорта. Я позабочусь о вашем комфорте и решу возникшие проблемы во время интервью. Вся информация, касающаяся вас, будет незамедлительно удалена в случае, если вы решите выйти из исследования после завершения интервью.

Возможно, вы не получите выгоды от участия в этом исследовании, но ваш вклад может изменить восприятие нашим обществом учащихся с особыми потребностями. Ваш вклад в это исследование путем обмена опытом может помочь педагогам, политикам и обществу в целом в процессе развития практики инклюзивного образования. Это исследование может помочь другим учителям разработать более эффективные стратегии, которые можно применить в классе для учащихся с заиканием; они смогут помочь учащимся справиться с трудностями и одновременно поддержать их психологическое и социальное благополучие. Кроме того, ваше участие может помочь повысить осведомленность и искоренить стигму, которая окружает заикающихся учеников, что в итоге будет способствовать созданию общества, которое будет благосклонно и благосклонно относиться к ученикам с особыми потребностями.

Добровольный характер исследования:

Ваше участие в данном исследовании является полностью добровольным. В случае если вы решите отказаться от участия в исследовании или не будете отвечать на конкретные вопросы, это не повлечет за собой никаких последствий.

Контакты и вопросы:

Если у вас есть вопросы, опасения или жалобы относительно данного исследования, и его процедур, рисков или преимуществ, пожалуйста, обращайтесь к руководителю магистерской диссертации Сураву Мукхопадхаяю по адресу sourav.mukhopadhyay@nu.edu.kz.

Для получения запросов или вопросов, касающихся процесса исследования или ваших прав как участника, вы можете обратиться в Исследовательский комитет NUGSE по адресу gse_researchcommittee@nu.edu.kz.

Спасибо, что согласились принять участие в этом исследовании.

Я внимательно изучил и понял информацию, представленную выше. Я даю согласие на участие в этом исследовании и разрешаю использовать мои данные в исследовательских целях.

Имя участника:

Подпись участника:

Appendix C: Data Collection Instruments

Interview Questions

The title of the study: Teachers' Insights on Psychological and Social Well-being of Students who Stutter in Inclusive Schools in Astana

Research Questions:	Interview Questions:
What are the experiences of teachers teaching students who stutter at school?	<ul style="list-style-type: none"> ● Can you describe your overall experience teaching students who stutter? ● How do you support students who stutter in your classroom? ● Have you noticed any specific challenges that students who stutter face during class participation or group activities?
What is the level of well-being of students who stutter at school from the perspective of teachers?	<ul style="list-style-type: none"> ● How do students who stutter respond to instructions and feedback compared to other students? ● How do students who stutter perceive their speech difficulties, focusing on their level of self-acceptance, comfort, or frustration, and whether their self-confidence changes over time? ● How do students demonstrate a sense of purpose and motivation in academic or extracurricular activities? How does stuttering impact students their future aspirations and self-esteem? ● How do you help students who stutter manage emotional challenges, such as anxiety or frustration, related to their stuttering? ● How well do students who stutter form relationships with their peers? Are they included in social activities, and how do they engage with classmates?
What coping strategies are taught to help students who stutter in the school setting?	<ul style="list-style-type: none"> ● What methods do you use to encourage students who stutter to participate in classroom discussions or activities? ● How do you modify your teaching approach to accommodate the needs of students who stutter?

In addition, probing questions will be asked for clarification from the participants.

Вопросы для интервью

Название исследования: Мнения учителей о психологическом и социальном благополучии заикающихся учеников в инклюзивных школах Астаны

Вопросы исследования	Вопросы для интервью
<p>Каков опыт учителей, обучающих заикающихся учеников в школе?</p>	<ul style="list-style-type: none"> ● Можете ли вы описать свой общий опыт преподавания заикающимся ученикам? ● Как вы поддерживаете заикающихся учеников в своем классе? ● Заметили ли вы какие-либо особые проблемы, с которыми сталкиваются заикающиеся ученики во время участия в занятиях или групповых мероприятиях?
<p>Каков уровень благополучия заикающихся учеников в школе с точки зрения учителей?</p>	<ul style="list-style-type: none"> ● Как заикающиеся ученики реагируют на инструкции и обратную связь по сравнению с другими учениками? ● Как заикающиеся ученики воспринимают свои речевые трудности, обращая внимание на уровень самопринятия, комфорта или разочарования, и меняется ли их уверенность в себе с течением времени? ● Как студенты демонстрируют чувство цели и мотивацию в учебной и внеучебной деятельности? Как заикание влияет на будущие устремления и самооценку студентов? ● Как вы помогаете заикающимся студентам справляться с эмоциональными проблемами, такими как тревога или разочарование, связанные с их заиканием? ● Насколько хорошо у заикающихся учеников складываются отношения со сверстниками? Участвуют ли они в общественной деятельности, и как они взаимодействуют с одноклассниками?
<p>Какие стратегии преодоления заикания преподаются учащимся с заиканием, в</p>	<ul style="list-style-type: none"> ● Какие стратегии преодоления заикания преподаются учащимся,

школьной среде?	страдающим заиканием, в школьной среде? <ul style="list-style-type: none">● Как вы изменяете свой подход к преподаванию, чтобы учесть потребности заикающихся учеников?
-----------------	---

Сұхбат сұрақтары

Зерттеу тақырыбы: Астана қаласында инклюзивті мектептерінде оқитын және сөйлеуінде тұтығуы бар оқушылардың психологиялық және әлеуметтік жағдайы туралы мұғалімдердің түсінігі мен тәжірибесі

Зерттеу сұрақтары:	Сұхбат сұрақтары:
<p>Мұғалімдердің сөйлеуінде тұтығуы бар оқушылармен жұмыс істеу барысындағы тәжірибесі қандай?</p>	<ul style="list-style-type: none"> ● Тұтығуы бар оқушыларды оқытуда жалпы тәжірибеңізді сипаттай аласыз ба? ● Сыныпта тұтығуы бар оқушыларға қалай қолдау көрсетесіз? ● Сіз оқушылардың сабаққа қатысу барысында немесе топтық іс-шаралар кезінде тұтығуы бар оқушылардан қандай да бір нақты қиындықтар байқадыңыз ба?
<p>Мұғалімдер тұрғысынан тұтығуы бар мектеп оқушылардың психологиялық және эмоционалды әл-ауқатының деңгейі қандай?</p>	<ul style="list-style-type: none"> ● Тұтығуы бар оқушылар басқа оқушылармен салыстырғанда тапсырмалар мен үй жұмыстарына қалай жауап береді? ● Тұтығуы бар оқушылар сөйлеу процесінде тұтығу қиындықтарын қалай қабылдайды, олардың өзін-өзі қабылдау деңгейіне, қағшалықты өзін жайлы сезінетіні немесе көңілсіздік деңгейіне назар аударады және уақыт өте келе өзіне деген сенімділігі өзгереді ме? ● Оқушылардың сабақтан тыс іс-шараларға қатысу ынтасы бар ма? Тұтығуы бар оқушылар болашақ ұмтылыстары мен өзін-өзі бағалауына қалай әсер етеді? ● Тұтығуы бар оқушылар тұтығуына байланысты алаңдаушылық немесе көңілсіздік сияқты эмоционалдық қиындықтарды өтуге қалай көмектесесіз? ● Кекештенетін студенттер құрдастарымен қарым-қатынас қаншалықты жақсы? Олар қоғамдық жұмыстарға араласады ма?

	және сыныптастарымен қалай араласады?
Мектеп жағдайында, мұғалімдер тұтығуы бар оқушыларға көмектесу үшін қандай әдістер мен тәсілдерше жүгінеді?	<ul style="list-style-type: none">• Тұтығуы бар оқушылар сыныптағы талқылауларға немесе іс-шараларға қатысуға ынталандыру үшін қандай әдістерді қолданасыз?• Тұтығуы бар оқушылар қажеттіліктерін қанағаттандыру үшін оқыту тәсілін қалай өзгертуге болады?

Appendix D: Data Analysis – Transcript and Coding Samples

Sample Transcript

Interviewer: Could you describe your overall experience teaching students with stuttering?

Participant: Briefly about my experience: this is my third year working in schools. This year, I am working in a private school with a ninth-grade student who stutters. Based on my observations, the student doesn't show signs of withdrawing or avoiding communication due to their stuttering. He sits at the front of the class and always try to answer questions, but he stutters significantly. I don't complete their words for them, as I want them to say everything themselves, even if it takes extra time. If I were to finish their words, it might prevent them from expressing themselves fully. Even in moments where it seems helpful, I avoid stepping in and simply wait. The time they take to respond is much longer than other students, but their classmates don't make an issue out of it.

Interviewer: And how do you support students with stuttering in the classroom?

Participant: I don't do any special activities for the student but try to support them as much as possible. I don't emphasize their stuttering or exclude them by pointing it out. I provide extra time for them to answer questions.

Interviewer: During lessons or group activities, have you noticed any specific difficulties for students with stuttering?

Participant: We haven't had many group activities, but the student's interactions with peers seem normal. They don't have a specific group of friends who are always around them. They sit at the front with girls or a boy named Ablai. Some students tend to always stick together, but this student doesn't have such close peers. Nevertheless, they interact normally with those nearby.

Interviewer: How do students with stuttering handle assignments and homework compared to their peers?

Participant: The student does well in written tasks. However, when asked to respond orally, their stuttering makes the process much slower compared to others. Aside from the time factor, there isn't a noticeable difference. What stands out is that the student doesn't feel overly self-conscious about their stuttering, which is an advantage for them. They actively try to participate in discussions and classroom activities. During breaks, they approach me with questions, both related and unrelated to lessons, which I try to listen to fully without interrupting. I treat them like any other normal student, allowing them the time they need to express themselves fully.

Interviewer: How do students with stuttering perceive their speech difficulties? Do you notice changes in their confidence or emotional state over time?

Participant: I don't know what the student thinks about themselves regarding their stuttering. I don't ask directly, as it might touch on sensitive areas. Unless they openly share, I avoid initiating such conversations. However, based on his behavior, he doesn't appear overly self-conscious or overly affected by it. It's possible they do have some insecurities, but I haven't noticed any significant signs.

Interviewer: How about outside of class? Do these students show interest in extracurricular activities? And how does their stuttering affect their aspirations and self-esteem?

Participant: My interaction with the student is limited to class time, twice a week, as the class has 16 students. I haven't had an opportunity to discuss their motivation or challenges in depth. During the science fair week, I noticed they didn't take part or show leadership qualities.

Interviewer: How do you help students with stuttering manage emotional challenges like anxiety or frustration?

Participant: Since this is my first experience working with a student who stutters, I realized I lack both experience and knowledge in emotionally supporting such students. I advise all my students to take deep breaths and stay calm, but I don't do anything extra. I recognize that I need to learn more about how to provide special care and meet such students' needs.

Interviewer: How about their relationships with peers? Do students with stuttering socialize well, and do they engage in group work or activities?

Participant: Other students are very understanding of the student's stuttering. I haven't observed any bullying or teasing related to it. Peers are respectful, don't interrupt, and don't pressure the student to speak faster. This supportive classroom environment likely helps the student feel confident and comfortable. If their peers were less understanding, the student might not actively participate.

Interviewer: What methods do you use to encourage students with stuttering to participate in class discussions or activities?

Participant: I try to ask open-ended questions to encourage the student to share their thoughts instead of giving brief answers. Occasionally, they pause and don't respond, and I intuitively sense they need support. I might ask probing questions like, "Is this what you wanted to say?" to guide them, and they confirm.

Interviewer: Finally, how do you think teaching methods could be adapted to better meet the needs of students with stuttering?

Participant: Unfortunately, I haven't made specific changes to accommodate the student, although I understand the importance of doing so. My failure to plan lessons considering students' learning styles and needs is a shortcoming. However, I intend to improve in the future by researching methodologies and resources to support students who stutter. Academically, the student is not at the top of the class but also not falling behind. Regarding leadership skills, I haven't noticed a strong willingness to take initiative.

Coding Sample

Themes	Sub-themes	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8
Teacher Experience	positive experience			Well, then, I've been working with a student who has interesting for about, uh, four months now. Then, I try not to, um, single them out in front of their classmates.			I have at least 8 years of experience teaching students who stutter. I try not to single out each student from the rest of the class. They receive the same education in every way. I explain new topics, check homework, and ensure they participate equally in lessons.	In recent years, the number of school-age children who stutter has been increasing. According to medical annotations, these children receive education under the general curriculum. When writing lesson plans, this is taken into account, and additional individualized tasks are prepared.	
	negative experience	Briefly about my experience: this is my third year working in a school. This year, I am working in a private school with a sixth-grade student who stutters. Unfortunately, I haven't had any specific changes in my curriculum because I didn't know the proper way to react or how best to support such a student.	I have been working at a school for about six months, and during this time, I gained my first experience working with a student who stutters. Initially, this caused me some anxiety because I didn't know the proper way to react or how best to support such a student.		My experience working with a student who stutters began in my first year on the job. Since he was a unique child and immediately stood out to me, I presented some challenges. To address these difficulties, after about six months, we started working with him in a different way.				In my experience, working with such children is not difficult as long as you help them build confidence. You need to be patient, encourage them to express their thoughts clearly, and ask the class many questions. Once they feel heard, they gradually start to open up.
Intervention	intervention		I decided to observe how the student interacted with peers and handled academic tasks.	When it comes to verbal assignments, I, uh, let them take their time and give them as much time as they, um, need to speak.		To be honest, since it was my first time working with such a student, at first, I didn't know how to support him. Initially, I even thought he might just be spoiled. To get to know him better, I gave him additional tasks and worked with him individually. Personalized lessons were conducted, and a plan was created. I tried to integrate him with the other children. During lessons, I conducted one-on-one sessions with him.		I started a specific therapy after I received a new hearing aid in Austria. I started working more closely with him, giving individual assignments, and saw that they were liked.	At first, these students might feel shy and hesitant to speak, but when I set clear expectations—asking the other students not to interrupt and ensuring equal participation—they feel motivated to express their thoughts. Even if they are just starting a single speech or writing the teacher, they are still engaged and trying to formulate their response.
	impact of stuttering	Psychological effects	Sometimes, it is evident that the student feels insecure around certain classmates, particularly those who are more active and quick to respond.	Uh, yes, sometimes when their classmates answer questions quickly, the student can become, feel uncomfortable. But they usually try not to fall behind and don't, uh, see stuttering as a barrier to showing their knowledge.	Another problem was that he spoke very quickly when talking to people. Because of his rapid speech, he sometimes got nervous or anxious. In class, he wanted special attention—he strongly desired to be noticed. Sometimes, he would question why I wasn't paying special attention to him or would assume that I saw him differently.	Compared to other students, they often develop a sense of inferiority. Even when they know the answer to a question, they tend to remain silent instead of responding automatically. Their eyes may show confidence, yet at the same time, anxiety—worrying about how they will pronounce certain sounds. They fear being laughed at by their peers because of their stuttering, which leads to withdrawal and social isolation.		and saw that they were kind-hearted, non-aggressive, but very sensitive. They take criticism personally, and tend to react rather than the teacher or classmates offer them encouragement. Initially, he felt frustrated and discouraged, sometimes saying, "I can't do this" and even crying. When they are excited or have to read or pronounce words, they become nervous and hesitant, leading to stuttering and withdrawal.	
Social effects	Social effects	Initially, I noticed that the student often avoided speaking publicly, likely due to a lack of confidence.	Then, there can be some difficulties with certain classmates. Some kids, uh, don't have the patience to listen.			Children react differently—some laugh or ironically tease and mock their stuttering peers, some are afraid to interact with them, while others treat them equally.	In social environments, children generally behave well. However, when engaged in conversation, they become shy because they struggle to express their thoughts clearly and freely.		Within the class, the child does not feel too much discomfort. However, if a conversation comes to a halt, they may become more nervous and hesitant.
	Physiological effects					Stuttering is often accompanied by involuntary movements: facial twitches, mouth flaring, blinking, body rocking, etc. Students who stutter also develop speech and motor strategies to mask their difficulties, such as smiling, covering, coughing, or using filler words like "well," "uh," "like," "you know," and "so." They may also change their intonation, speech tempo, rhythm, or voice to manage their speech.			After receiving from a Russian school, they answered logical questions in Russian well but struggled significantly when speaking Spanish. This made them hesitant to speak, and they sometimes withdrew or turned to nonverbal systems like pointing or nodding instead of verbally saying they didn't understand.

