

Receiving Teachers' attitudes and Educational Practices Toward the Inclusion of Learners with Special Needs Education in The Division of Bacoor City: Basis for An Upskilling Program

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Abstract:

Inclusive education provides learners with special needs education an educational environment in the least restrictive way, giving them opportunities to enhance their academic and social skills. There are laws and regulations regarding inclusive education, but implementation is the big problem. One of the factors that determine its successful implementation is teachers' attitudes on inclusive education and educational practices in the regular classroom. Hence, this study aimed to determine the attitudes and educational practices of receiving teachers towards the inclusion of learners in special needs education in the division of Bacoor City. Using purposive sampling, the study sample were participated by one hundred twenty-nine receiving teachers from the four public elementary schools with self-contained Special Needs Education classes, in the division of Bacoor City. Descriptive correlation method of research was utilized in this study. This study adopted research instruments to answer the survey questionnaires on the attitudes of teachers towards inclusive education and their educational practices. Survey questionnaires were conducted in hard copies and Google form. The data gathered were analysed using descriptive statistics. The findings revealed that the receiving teacher respondents' profile had no significant difference on their attitudes toward inclusion and to their educational practices. Moreover, the attitudes of receiving teachers towards inclusion of learners with special needs education revealed a highest mean score obtained on the factor of philosophical issues while the lowest mean score was evident on the logistical concern on inclusive education factor. The educational practices of the receiving teacher respondents, the highest mean score was evident on the relationship factor while the lowest was reflected by the communication area factor. The relationship between attitudes and educational practices of the receiving teacher respondents revealed that the attitudes had influence on their educational practices in terms of relationship area, communication area, and organization area factor. In general, the outcomes claimed that the attitudes and educational practices had an influence over one another. The findings of the study showed that there were area factors both in attitudes of receiving teachers toward inclusive education and educational practices that implied the need for an upskilling program for all the receiving teachers in the division of Bacoor City.

Keywords: attitudes of receiving teachers, inclusive education, educational practices, learners with special needs education, receiving teachers

INTRODUCTION

Inclusion in the regular classrooms of learners with special needs education is among the goals of learning institutions worldwide, either in private or public. This was anchored in Sustainable Development Goal, SDG4, Education 2030, agenda which is to ensure inclusive and equitable quality education and promote lifelong learning and opportunities for all. This gave emphasis on learners who are on the margins of formal education system but are necessary in the achievement of the development goals. To mitigate this gap, there is a need of an inclusive classroom for all types of learners, at all levels of learning and for the marginalized group to which the special needs education learners belong. This was reiterated in the SDG4 provisions that lifelong learning opportunities must be accorded to these group of learners, and this could only be realized when they are in a regular classroom along with diverse learners. In parallel to this the Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994), urged the governments to design an educational system that will address the needs of heterogeneous student population in regular classes. In the Philippines, inclusive education is backed up by several laws which the 1987 Philippine Constitution mandated the adoption of Inclusive Education, IE, approach in the heart of the country's educational system, then the Child and Welfare Youth Code (PD 603), the Special Protection of the Child Against Child Abuse Exploitation and Discrimination Act (RA 7610), the Enhanced Basic Education Act (RA 10533), the Early Years Act (RA 10410), the Magna Carta for Disabled Persons amended by RA 9442 (RA 7277), and the Policies and Guidelines in Special Education. The Philippines was also a signatory to international documents adopting inclusive education, like the UN Conventions on the Rights of the Child (1989), World Declaration on Education for All (1990), the UNESCO Salamanca Statement and Framework for the Action on Special Needs Education (1994) and Incheon declaration and Framework for Action for the Implementation of Sustainable Development Goal 4 Education 2030 (2018). Furthermore, on March 11, 2022, Pres. Duterte inked RA 11560 which provides and ensures equitable access to quality education for every learner with disability, whether in private or public educational institutions. As well as RA 11650, that requires all public schools nationwide to identify learners with special needs and provides these learners with free basic and quality education and the provision of at least one Inclusive Learning Resource Centre, ILRC, of learners with disabilities in all cities and municipalities. This is in line with the goal of inclusive education in the Philippines which values diversity and the unique contribution of each student to the classroom it also provides an atmosphere of belongingness and safety to every learner, every child in the classroom. In response to the enactment of inclusion law is Dept. Order 21 (DO 21) issued by the Department of Education (DepEd) which is the Policy Guidelines on the K-12 Basic Education Program which part of the policy states that "inclusive education is the core principle of the K to 12 Basic Education Program , thus through inclusive education all Filipinos will realize their full potential and contribute meaningfully to building the nation. It is, therefore, mandatory for all educational institutions in the country to implement inclusive education particularly to learners with special needs education.

Receiving Teachers' Attitudes

However, though several laws were enacted, the predictor to a successful implementation of inclusive education would be the receiving teachers in the regular classrooms, primarily their attitudes and practices inside the classroom, will play a pivotal role in the inclusion. The attitudes of receiving teachers toward inclusion must be positive otherwise, their capacity to nurture and provide an engaging learning environment to learners with disabilities will be a failure. Likewise, their knowledge and skills

practiced inside the classroom are also impacted by their values and attitudes towards inclusion of learners with disabilities. And since inclusive education is one of the goals of special education classes in the division of Bacoor City, where this study was conducted, it is therefore beneficial to both teachers and learners to perceive the attitudes of teachers toward inclusion of learners with special needs education and their educational practices inside the regular classroom. A thorough understanding of these factors will enable implementers of inclusion to bridge the gaps that will arise during the implementation program.

Special education classes in the division of Bacoor City were implemented in 5 public elementary schools and 1 secondary school, where the pioneer school had it established in the early part of 2016, and the other schools succeeded. However, there was no implementation of an inclusive education program. There were previous attempts to include learners with special needs in the regular classes, but the program failed. There were no concrete reasons gathered from teachers why there was a failure in the inclusion. Nevertheless, the division of Bacoor City is currently heading towards inclusive education to address the growing population of learners with special needs education, and now in the process of implementing the program in the public elementary and secondary schools. Related studies proved that teachers, attitudes, and classroom practices were determinants to effective implementation of an inclusive education program, hence, in this regard the researcher pursued this study on receiving teachers in the division to determine and assess their attitudes towards inclusion of learners in special needs education and their educational practices. Findings in this study hoped to identify the kind of upskilling program the receiving teachers in the division of Bacoor city need to have confidence in accommodating learners with special needs education in the regular classes.

Educational Practices

Even in highly developed countries where inclusion is a long-time practice, logistics and best practices for ensuring the success of inclusive education is still a big concern. Preschool teachers were considered as little more than babysitters and that more training is needed, both formal and on-the-job training, in inclusion practices, as this would increase the comfort level of preschool teachers with practices. Classroom practices in an inclusive classroom is different from a regular classroom because of the accommodation given to every learner with special educational needs. This is a provision in the United Nations Committee on the Rights of Persons with Disabilities, General Comment No. 4, Article. States that "inclusion includes reform embodying changes and modifications in culture, content, teaching methods, approaches, structures, and strategies to overcome barriers with a vision to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences". With the direction of learning institutions toward inclusion, teachers are required to create an inclusive classroom conducive to the use of instructional practices of all learners. In this respect, differentiated instruction has rapidly evolved as a teaching approach to meet the diverse heterogeneous needs of student with special needs education. Modifying and adjusting instruction to allow all students in a classroom to access the general education curriculum is at the heart of inclusive education.

RELATED LITERATURE:

Related findings from prior studies showed that teachers who were highly inclusive in their classroom practices tended to have significantly lower degrees of concern and positive attitudes to inclusion (Sharma, U & Sokal, L. 2022). While, Wray, E. et.al., 2022 revealed that teaching experience and

teaching context impacted self-efficacy. Their results illustrated that combining information-based instruction with structured field work experience can potentially change preservice attitudes toward inclusive education. Both outcomes suggest that proper training related to learners with special needs education would impact on the attitudes of teachers towards inclusive education. Moreover, Baguisa, L & Manaig, K., 2019, recommended that inclusive education must prioritize teacher applicants who had experience in dealing with special needs education students. The school administration must provide more training in inclusive education at the school level. This is to address the findings noted by parents that among the barriers of inclusive education is lack of teachers' training specially in dealing with learners in the autism spectrum disorder, ASD, Simon, Cecilia, et.al. 2022. Relatively, Paseka, A. & Schwab, S. 2020, also found out that parents whose children attended an inclusive education perceive more inclusive practices compared to parents whose children attended regular classes. Thus, in an inclusive mainstream parent of children with special needs education identified social acceptance and improved academic skills as advantages of inclusion for their children. Another significant impact of both positive attitudes and educational practices of receiving teachers on the part of learners with special needs education would be on the curriculum used in a self-contained classroom, which is specifically written based on the Individualized Education Plan, IEP, of the learner compared with the curriculum in an inclusive setting, which is based on the educating students in curriculum with modifications in presentations, practice and evaluation methods that match the individual's learning needs as these have proven most effective at educating students with special needs education in an inclusive classroom. Moreover, teachers' attitudes towards inclusion and their self-efficacy for inclusive practices largely predict their willingness to implement peer tutoring in their classroom, as suggested by Avramidis, E. et. al., 2019, there is a need for teacher's professional development courses to positively influence their attitudes and enhance their sense of self-efficacy in implementing peer tutoring. They considered peer tutoring as an effective means for including students with diverse needs in their classrooms. On the contrary, Thomas, E. K. et. al. 2019, claimed that the attitudes of primary teachers towards inclusion of learners with specific disabilities have significant correlation to their knowledge. However, Australian primary school teachers' attitudes towards inclusion of students with autism, Garard, T. et. al. 2019, suggested that teachers' attitudes were found to be highly positive, contrary to previous studies, low correlational coefficients were reported between their attitudes and ASD- specific teaching experience, and their attitudes and the number of ASD specific professional development courses they attended.

Learners with special needs education must be provided with differentiated instruction to meet their special needs, Strogilos, V. 2018, argued that differentiated instruction provides a learning environment which takes into consideration the individual characteristics of students and, is a useful approach for the inclusion of students with special needs in mainstream setting. Because, of the complexity of strategies for learners with autism and the lack of proper training for receiving teachers, inclusion of learners with autism are debatable, Fabiano, G. et. al 2018, investigated a teacher coaching approach that emphasizes formative assessment and visual performance feedback to enhance elementary school teachers' classroom practices. Moreover, among the classroom instructions that benefit heterogeneous learners in an inclusive classroom is differentiated instructions. However, many teachers do not utilize this instructional practice regularly. Benjamin, L. 2020, examined the challenges faced when differentiated instruction is incorporated in instructional practices in an inclusive classroom. Another, classroom practice that was investigated is the collaborative practices between general and special education

teachers in middle inclusion classroom by Washington, W. (2021), according to the results of the study these could be used to inform leaders of the importance of collaborative relationships between coteaches, as well as to improve coteaching relationships. According to a study by Lee dahl, S. 2021, teachers must establish classroom communities built on respect and acceptance. Moreover, teachers reported uncertainty with classroom management practices and requested clear expectations and additional support in classroom management, (Cooper et. al.2018; Mireles-Rios, Becchio, & Roshandel, 2019). Among Filipino in-service teachers, research outcomes on attitudes and competence Nunez, M. & Rosales, S. 2018, revealed that Filipino high school teachers, despite the lack of professional trainings, still had shown favourable attitudes toward inclusive education. Factors other than adequate training and content pedagogy could also influence the positive attitudes of teachers towards inclusive education and their competence in handling special education learners. Olayvar, S. 2022 claimed that teachers' demographic profile and competencies affect their efficacy in implementing inclusive education to a non-zero coefficients. However, other than attitudes of teachers the success of implementing inclusive education also rely on school support and services. Salcedo, J. et. al., 2022, claimed that the school organizations could influence the positive attitudes of teachers toward inclusion and their practices inside the classroom.

Theoretical Framework

Outcomes of several studies proved the theory that confident teachers were more likely to show a more positive attitude towards inclusive education. This attitude was developed through the academic journey of the teacher, experiences in the service and training the related field. Hence, in line with those findings the researcher had anchored the theoretical framework of this study, first was on Bandura's social-cognitive theory (1994) and self-efficacy theory (1997) that proposes that one's sense of self-efficacy influences positive beliefs. The theory also suggests that one's sense of self-efficacy helps an individual not only to assess his or her performance, but also provides self-regarding of what one can do. They claimed that enough indication suggests that both teachers' competence and attitudes, independently and in combination play a major role in the effective implementation of inclusive education and are grounds for training programs that will enhance the teacher's competence and promote positive attitudes. The second theory in which the study was anchored to is the theory of planned behaviour (Ajzen, 1985, s 1987, 2015) cited by Opoku, M. et. al 2020, which is used to predict leisure intentions and behaviour. According to this theory, moods, attitudes, subjective norms, perceived behavioural control, and intentions account considerable variance in actual behaviour. This theory supported the teacher-learner relationship in a regular classroom and how teachers manage learners with varied behavioural manifestations. Thus, complex classroom management strategies would be utilized by the receiving teacher in the regular classroom, because oftentimes the strategy practiced to the learner will be based on spontaneous behavioural manifestations of the learner with special needs education particularly those learners who had not undergone any form of therapy.

Conceptual Theory

The blueprint of this study is represented in Figure I below, the research paradigm.

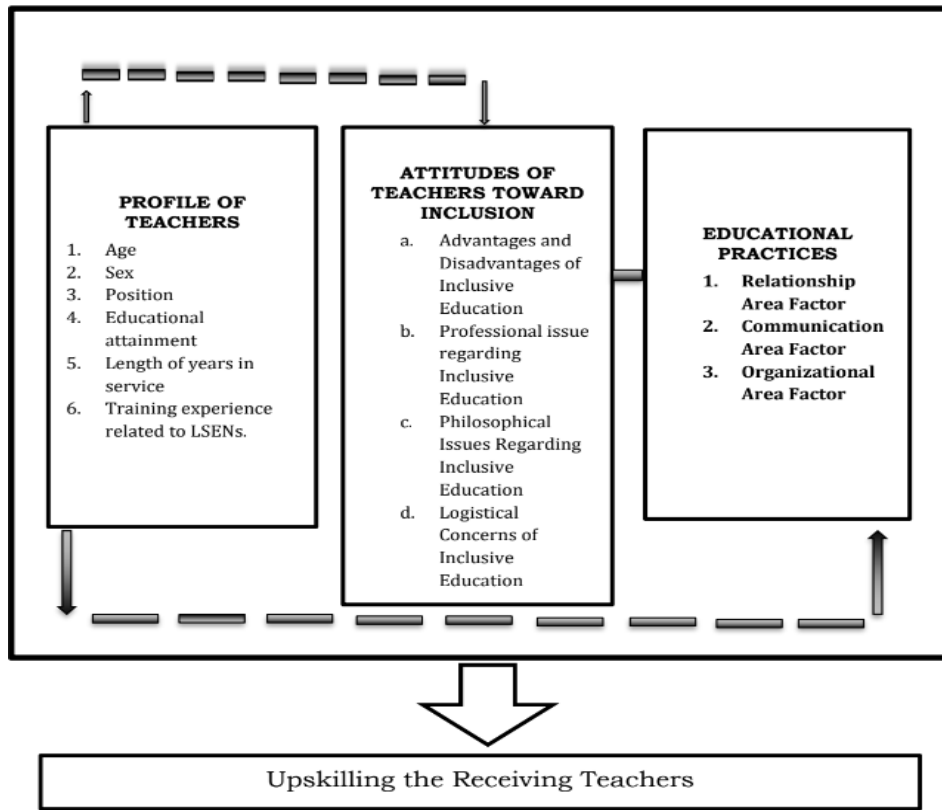


Figure 1. Research Paradigm

Figure 1. shows the interplay of variables where the assessment of the respondents on their attitudes are compared based on their age, sex, position, educational attainment, length of years in service and teaching experience to learners in special needs education. Likewise, the assessment of the teacher respondents on the factors of educational practices compared based on their profile variables. Moreover, this study had determined and assessed the attitudes of receiving teachers' attitudes and educational practices toward inclusion of learners in special needs education in the division of Bacoor City as basis for an upskilling program.

Statement of the Problem

This study determined the receiving teachers' attitudes and educational practices in the inclusion of learners with special needs education in the division of Bacoor City as basis for an upskilling program. Specifically, it answered the following questions: 1) What is the socio demographic profile of the receiving teacher respondents in terms of: 1.1 age; 1.2 sex; 1.3 position ;1.4 highest educational attainment; 1.5 length of years; 1.6 grade assignment. 2) What is the assessment of the receiving teacher respondents in the inclusion of learners in special needs education in the regular classroom in terms of their attitudes toward the inclusion of learners in special needs education based on: 2.1) advantages and disadvantages of inclusive education factor, 2.2) professional issues regarding inclusive education factor' 2.3) philosophical issues regarding inclusive education factor, 2.4) logistical concerns of inclusive education factor. 3) Is there a significant difference in the assessment of the receiving teacher respondents' attitudes toward inclusion of learners in special needs education in the regular classroom when grouped according to their profile? 4) What is the assessment of the receiving teacher respondents in the inclusion of learners in special needs education in the regular classroom in terms of educational

practices based on 4.1) relationship area factor, 4.2) communication area factor, 4.3) organization area factor. 5) Is there a significant difference in the assessment of the receiving teacher respondents in the inclusion of learners in special needs education in the regular classroom in terms of educational practices when grouped according to their profile? 6) Are there significant relationships between the attitudes of receiving teacher respondents toward inclusion of learners in special needs education in the regular classroom and their educational practices in the classroom? 7) Based on the results of this study, what upskilling program for the receiving teachers may be proposed?

Research Hypotheses

Ho1 There is no significant difference in the assessment of the receiving teacher respondents' attitudes toward inclusion of learners with special needs education in the regular classroom when grouped according to their profile.

Ho2 There is no significant difference in the assessment of the receiving teacher respondents toward the inclusion of learners with special needs education in the regular classroom in terms of educational practices when grouped according to their profile.

Ho3 there is no significant relationship between the attitudes of receiving teacher respondents toward inclusion of learners with special needs education in the regular classroom and their educational practices.

Significance of the Study

Findings of this study hoped to significantly benefit the learners with special need education, parents of these learners and the receiving teachers in the regular classroom.

Scope and Delimitation of the Study

This study determined and assessed the receiving teachers' attitudes toward inclusion of learners with special needs education and their educational practices in the 4 public elementary schools in the division of Bacoor City.

II METHODOLOGY

Research Design

A descriptive design was used in this study. The descriptive research is in the form of a survey which quantitative was done through Google form and hard copy questionnaire administered to a sample population of the receiving teachers in the division of Bacoor City. A comparative correlational method of research was utilized to establish the relationship between the two variables in the study, attitudes of receiving teachers toward inclusion of learners with special needs and their classroom practices.

Research Locale

This study was conducted in the schools' division of Bacoor City, Cavite and had focused only on the four public elementary schools with Special Needs Education classes in a self-contained classroom.

Respondents

The target population of this study were the regular permanent receiving teachers in the four public elementary schools in the division of Bacoor City with Special Needs Education classes in a self-contained classroom.

Sample and Sampling Technique

This study utilized a purposive sampling technique. The sample study was selected based on the objective of the study, thus the criteria set in selecting the receiving teacher respondents were a non-SPED major, regular permanent and willing to participate as teacher respondent.

Research Instrument

This study adopted the instrument Scale of Teachers’ Attitudes Toward Inclusion (STATIC) developed by H. Keith Cochran in 19197, to test the attitudes of receiving teachers toward inclusion of special needs education learners and the test instrument, Teachers’ Educational Practices Questionnaire (TEP-Q), created by Maria Gaetana Catalano in 2014 to measure the educational practices of receiving teachers. Minor changes in the demographic questionnaire were made to adapt to the locale of the study.

Data Gathering Procedure

The STATIC and TEP-Q questionnaires were e-mailed to the receiving teacher respondents in Google form while hard copies were given to teacher respondents whose school was accessible through public transportation. Attached to the questionnaires were the permit letter from the Schoos Division Superintendent to conduct survey and informed consent form for each participant. Retrieval of the questionnaires were done after two weeks, and a total of one hundred twenty-nine answered questionnaires in both forms were retrieved. The raw data of these questionnaires were summarized using codes to facilitate data analysis.

Statistical Treatment of Data

The collected raw data were treated using inferential statistics that allowed the researcher to examine the hypotheses and assess whether the data is generalizable to the broader population. The following statistical treatments were employed to interpret the data effectively The Percentage, Weighted Mean, Standard Deviation, T-test, Analysis of Variance (ANOVA) and Pearson-r. Specifically, it utilized SPSS 21 for windows software which was used in each analysis.

III RESULTS AND ANALYSIS

Table 1 – Overall Assessment of the Receiving Teacher-Respondents in terms of Attitudes toward the Inclusion of Learners in Special Needs Education

Variables	Composite				Rank
	Mean	SD	Description	Interpretation	
Advantages and Disadvantages of Inclusive Education Factor	2.89	0.81	Positive	Agree	3
Professional Issues regarding Inclusive Education Factor	2.37	0.86	Negative	Disagree	4
Philosophical Issues regarding Inclusive Education Factor	3.24	0.69	Positive	Agree	1
Logistical Concerns of Inclusive Education Factor	2.97	0.76	Positive	Agree	2
Overall	2.87	0.78	Positive	Agree	

Scale: 4.00-3.51= Strongly Agree/Very Positive; 3.50-2.51= Agree/Positive; 2.50-1.51= Disagree/Negative; 1.50-1.00= Strongly Disagree/Very Negative

The overall assessment of all the variables of the attitudes of the receiving teacher respondents towards the inclusion of learners with special needs education, rank 1 with the highest composite mean score was evident by the philosophical issues followed rank 2, logistical concerns and rank 3, by the advantages and disadvantages of the inclusive education factor. The teacher-respondents made some disagreements regarding their attitudes on professional issues on inclusive education factor which is rank 4. This is highly expected because the teacher-respondents vary in competencies in teaching learners with special needs education, as some of them might have experiences in handling these types of learners.

Table 2- Overall Assessment of the Receiving Teacher-Respondents in the Inclusion of Learners in Special Needs Education in terms of Educational Practices

Variables	Composite				
	Mean	SD	Description	Interpretation	Rank
Relationship Area Factor	3.49	0.62	Often	Practiced.	1
Communication Area Factor	3.30	0.72	Often	Practiced	3
Organization Area Factor	3.46	0.91	Often	Practiced	2
Composite	3.42	0.75	Often	Practiced.	

Scale: 4.00-3.51= Always/Highly Practiced; 3.50-2.51= Often/Practiced; 2.50-1.51= Seldom/Slightly Practiced; 1.50-1.00= Never/Not Practiced

The summary of all the variables in the educational practices of the receiving teachers in the inclusion of learners with special needs education suggests that the highest mean score was evident by the relationship area factor, rank1 and the organization area factor, rank 2 then the last is communication area factor. All the factors were practiced by the receiving teacher respondents. Teachers take the initiative to build relationships for students to easily adapt to their teaching and instruction methods and create a favourable classroom climate. The child’s psychological adjustment inside the classroom is also facilitated, paving the way for communication and organization factor.

Table 3- Relationships between the Attitudes and Educational Practices of the Receiving Teacher-Respondents towards the Inclusion of Learners in Special Needs Education in the Regular Classroom.

Attitudes	Statistical Treatment	Educational Practices			
		Relationship Area Factor	Communication Area Factor	Organization Area Factor	Overall
Advantages and Disadvantages of Inclusive Education Factor	Pearson r	.164	.295**	.106	.188
	sig	.063	.001	.231	.098
	Decision Ho	Accept	Reject	Accept	Accept
	Interpretation	Not	Significant	Not	Not

		Significant		Significant	Significant
Professional Issues regarding Inclusive Education Factor	Pearson r	.103	.246**	.187*	.116
	sig	.245	.005	.034	.095
	Decision Ho	Accept	Reject	Reject	Accept
	Interpretation	Not Significant	Significant	Significant	Not Significant
Philosophical Issues regarding Inclusive Education Factor	Pearson r	.201*	.192*	.204*	.199
	sig	.023	.029	.020	.024
	Decision Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant
Logistical Concerns of Inclusive Education Factor	Pearson r	.284**	.303**	.226*	.271
	sig	.001	.000	.010	.004
	Decision Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant

**Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

The overall results of the relationships between attitudes and the educational practices of the receiving teacher-respondents towards the inclusion of learners with special needs education, using Pearson r, yielded a significant result in most of the pairs of variables. The advantages and disadvantages of inclusive education factor had no significant result over the relationship and organization area factors of educational practices of the receiving teacher respondents on the inclusion of learners with special needs education. This implies that advantages and disadvantages of inclusive area factors had no influence on the relationship and organization area factors of educational practices of receiving teacher respondents. The same is partly true with the professional issues on inclusive education factor that yielded no significant correlation with the relationship area factor. This also indicates that the professional issues on the inclusive education factor had no influence on the relationship area factor of educational practices of receiving teacher respondents. In general, the findings showed that attitudes and educational practices of the receiving teacher respondents towards inclusion showed significant results which means that most variables had influence on one another.

IV DISCUSSION

Receiving teachers' capabilities in handling learners with special educational needs were among the identified factors that determine the successful implementation of inclusive education. This study sought to ascertain the capabilities of receiving teachers in an inclusive classroom in the city schools division of Bacoor City, through their attitudes and educational practices. There were one hundred and twenty-nine receiving teachers that responded in this study from four (4) public elementary schools, with implemented special needs education self-contained classroom. In this study the findings on the demographic profile revealed that the receiving teacher respondents were mostly female, in terms age most were middle aged, in terms of position majority were Teacher I, many were in the teaching service for more than a decade, and on educational attainment majority had Bachelors Degree and most of them were handling Grade 6 learners. On the assessment of the receiving teacher respondents in the inclusion

of learners with special needs education in the regular classroom based on the inclusive education factors the overall results revealed that the receiving teacher respondents have similar perceptions on the advantages and disadvantages of inclusive education factor, philosophical issues regarding inclusive education factor and logistical concerns of inclusive education factor but had different perceptions on the professional issues regarding inclusive education factor. On significant difference on the assessment of the receiving teacher respondents' attitudes toward inclusive education when grouped according to their profile the overall results revealed that it is not significant. This implies that the receiving teacher respondents were of the same perceptions on the inclusion of learners with special needs education regardless of age, sex, length of years in teaching, position, educational attainment, and grade assignment. On the assessment of the receiving teacher respondents in the inclusion of learners with special needs education in the regular classroom in terms of educational practices based on relationship area factor, communication area factor and organization area factor the overall results revealed that most of the educational practices were practiced by the receiving teacher respondents. On the significant difference in the assessment of the receiving teacher respondents in the inclusion of learners with special needs education when grouped according to their profile the overall results revealed that it is not significant. This implies that the receiving teacher respondents were practicing the educational practices regardless of age, sex, position, educational attainment, length of years in teaching, and grade assignment. The overall results on the relationship between the attitudes of receiving teachers toward the inclusion of learners with special needs education and their educational practices revealed that the advantages and disadvantages of inclusive education factor is not significant which implies that these factors had no influence on most of the educational practices except on communication area factor. The overall results on the professional issues regarding inclusive education factor toward the inclusion of learners with special needs education and their educational practices showed that it is not significant this implies that the factors on inclusive education had no influence on most of the factors of educational practices except on communication area factor and organization area factor where it is significant. The overall results on the philosophical issues regarding inclusive education factor toward the inclusion of learners with special needs education and their educational practices yielded a significant result. This implies that the philosophical issues regarding inclusive education factor had influence on the educational practices of receiving teacher respondents. The overall results on the logistical concerns of inclusive education factor toward the inclusion of learners with special needs education and their educational practices showed that it is significant. This implies that the logistical concerns of inclusive education factor had influence on the educational practices of receiving teachers. There were limitations of this study that needs to be considered. Primarily, the respondents of this study were only the receiving teachers of the four elementary school with self-contained special needs education classroom, hence it is better that further study might include all public elementary and secondary schools since the presence of undiagnosed learners in the classroom is inevitable thus findings may contribute to a broader upskilling program. Further study could adopt an instrument designed for Filipino teachers since the tools that were utilized in this study were adopted from foreign authors. Moreover, the results shed light on the perceptions of receiving teachers about inclusion of learners with special needs education in the four public elementary schools only in the division of Bacoor City.

V CONCLUSION

In conclusion, it could be inferred that the implementation of inclusive education in learning institutions

involved various predictors such as school administrators, receiving teachers, receiving learners, parents, and external groups such as developmental pediatricians and developmental psychologists. These variables were considered important in influencing the success of inclusive education both locally and internationally. In this study the focus was on the attitudes and educational practices of receiving teachers in the inclusion of learners with disabilities, that would be a basis for an upskilling program for the receiving teacher. Based on the receiving teacher respondents' demographic profile the findings had indicated a female dominated teaching force and mostly were middle-aged and are seasoned teachers. It could be said that all the factors of inclusive education showed that the receiving teacher respondents had manifested positive observations in most indicators. This implied thorough review of the areas where the receiving teacher respondents required technical assistance from the administrators and implementors of the inclusion of learners with special needs education. It could be inferred further that the receiving teacher respondents' profile such as age, sex, position, educational attainment, length of years in teaching and grade assignment has no effect on the attitudes of receiving teachers toward inclusion of learners in special needs education. Furthermore, it can be deduced that there is relationship between advantages and disadvantages on inclusive education factor on the communication area factor of educational practices. The professional issues regarding inclusive education factor have relationship between communication area factor and organization area factor of the receiving teacher respondents' educational practices. The philosophical issues regarding inclusive education factor have relationship on the relationship area factor, communication area factor and organization area factor of the educational practices of receiving teacher respondents. The logistical concerns of inclusive education factor have relationship on the relationship area factor, communication area factor and organization area factor of educational practices of receiving teacher respondents. The assessment on communication area factor, showed that most receiving teacher respondents often manifested their communication with the learners, this indicates interests and enthusiasm towards handling learners with special needs education hence the learners would not find difficulty in trusting the receiving teacher respondents.

Recommendations:

The following recommendations are proposed:

Since majority of the majority of the receiving teacher respondents were Teacher I, school administrative officer must motivate these teachers to apply for a higher position. The school heads, through head teachers must give emphasis on programs and trainings that would help receiving teachers for promotion.

The following recommendations are proposed: Most receiving teacher respondents hold a bachelors' degree school administrators must create a competitive climate that encourage teachers to further their education. Receiving teachers can also benefit from trainings, seminars, and symposia to improve their strategies and approaches in teaching learners with special educational needs. Since the assessment of receiving teacher respondents on attitudes of inclusive education factor, when grouped according to age, the pairing that showed significant difference was 34-45, and 46 above, it would best benefit both if the assigned receiving teachers were younger than these age ranges. The receiving teacher respondents had common perceptions on most of the indicators on the advantages and disadvantages of inclusive education factor except that they do not believe that learners in special needs education hinder the academic progress of regular students in regular classrooms, these findings revealed that receiving teachers were aware of the capabilities of these learners with special needs education but were in need of programs on developing their skills to address other issues and concerns in handling these types of

learners. Since most teachers need technical assistance in terms of classroom management for learners with special needs education and writing and contextualizing of the curriculum to facilitate the adaptation of learners' materials for the learners with special needs education. These findings in this study suggests that in the overall area factors of the attitudes on inclusive education, professional issues regarding inclusive education factor had shown the lowest rank hence, this indicates that the receiving teacher respondents needs upskilling in this area of inclusive education factor while in terms of the educational practices the communication factor ranked the lowest thus this is the area on the educational practices that the receiving teacher respondents need an upskilling program. Although results likewise proved that the receiving teacher respondents had awareness on the abilities and functionalities of learners with special needs education but were not trained adequately in handling them, thus training and upskilling program for receiving teachers are highly recommended.

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