



Attitudes, Awareness and Skills of Public School Teachers Towards Inclusive Education

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INTRODUCTION



- **Republic Act No. 7277** - Magna Carta for Disabled Persons. This ensures that disabled persons are provided with adequate access to quality education and ample opportunities to develop their skills.
- **Sec. 16**, Vocational or Technical and other training programs shall be provided for disabled persons in preparation for them in the future.

INTRODUCTION



- **DepEd Order No. 72, s. 2009 a.k.a Inclusive Education as Strategy for Increasing Participation Rate of Children**
- This states that Inclusive Education (IE) embraces the philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, students, parents, and the community

INTRODUCTION

- INCLUSIVE EDUCATION also known as MAINSTREAMING is a process that emphasizes providing special education services to pupils with special educational needs within the regular classrooms. (Gaad, 2007)



RATIONALE

- Every school year, four out of five teachers change their designation as mainstream teachers to regular teachers.
- Many mainstream teachers are not SPED graduates
- Refusal to accept mainstream pupils





RESEARCH QUESTIONS	METHOD
RQ1: <i>What is the demographic profile of the public school teachers in terms of age, gender, educational attainment, field of specialization, teaching position, years of experience and ratio of teacher to student?</i>	Survey
RQ2: <i>What is the level of readiness of the public school teachers in handling inclusive education in terms of awareness, attitude and skills?</i>	Document Analysis Focus Groups Observation
RQ3: <i>Is there a significant difference in the level of readiness towards inclusive education when grouped according to profile?</i>	One – Way MANOVA
RQ4: <i>What training program can be designed to enhance the awareness, attitudes and skills of teachers towards inclusive education?</i>	DepEd Order No. 72, s. 2009

METHODS

Descriptive - Quantitative Method

Quantitative - Survey Questionnaire

Qualitative - Focus Groups

- Secondary Data Analysis

10 Elementary Public Schools (Recognized SPED classes)

70 teachers/participants

Purposive Sampling



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RESULTS:

RQ1: What is demographic profile of the respondents?

Gender: 11% Male
89% Female

Age Range:

26 - 35 years old	40%
36 - 45 years old	30%
46 - 55 years old	24%
56 - 60 years old	6%



RESULTS:

RQ1: What is demographic profile of the respondents?

Years in the Mainstream

1 - 5 years	88%
6 - 10 years	6%
11 - 15 years	3%
16 - 20 years	3%



RESULTS:

RQ2: What is level of readiness in terms of awareness, attitude and skills?

AWARENESS:

- More aware on the importance of Inclusive Education
- Need updated trainings, seminars and workshops
- Need teaching strategies, school supplies



RESULTS:

RQ2: What is level of readiness in terms of awareness, attitude and skills?

ATTITUDE:

- Favorable on the Inclusive Education
- Lack updated hands–on trainings



RESULTS:

RQ2: What is level of readiness in terms of awareness, attitude and skills?

SKILLS:

- Skilled in personal capacity
- Need to learn more about basic sign language and braille
- Lack of training specifically in the Individualized Education Program (IEP)



RESULTS:

RQ3: Is there a significant difference of readiness when grouped according to profile?

- There is a significant difference.
- The hypothesis is rejected.
- Different levels of age of the respondents have the significant effect on the variables combined.
- Field of specialization, gender, educational attainment, teaching position assignment, years of experience and ratio have no significant effect.



RESULTS:

RQ4: What trainings program can be designed?

- Key concepts for Understanding of Inclusive Education
- Curriculum modifications and accommodations
- Managing Inclusive Education program
- Support system in Inclusive Education transition program
- Teaching strategies
- IEP making, sign language, braille & others



CONCLUSIONS:

- Public school teachers has not fully embraced the Inclusive Education.
- More aware on the need of trainings, workshops and seminars
- More favorable on the collaboration between the mainstream teachers and special education teachers
- Needed more skills such as IEP making, sign language and braille
- Age of the teachers is the predictor of the success of Inclusive Education



RECOMMENDATIONS



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DepEd Officials

1. They may make programs and allocate budget exclusively for inclusive education to properly address the concerns of the mainstream teachers.
2. They can give additional compensation to these mainstream teachers because some of these mainstream teachers are handling regular number of pupils.

RECOMMENDATIONS



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Administrators

1. They may have a streamline of trainings, seminars and workshops on inclusive education to all of their teachers whether it is mainstream teachers or not.
2. They should inform the teachers beforehand before they will give mainstream students to her/his class, especially if teachers are not Special Education graduates.

RECOMMENDATIONS



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Administrators

3. They ought to have a contract that teachers should handle at least 5 years of mainstream classes so that the mainstreaming teachers can establish and enhance teaching strategies to address the special needs of special children.
4. Quarterly assessments of the progress of these mainstream teachers can be done by them regularly.

RECOMMENDATIONS



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Administrators

5. They should limit the number of pupils in the mainstream class. One mainstream pupil is equivalent to 5 regular pupils.
6. A time series evaluation of inclusive education training effects should be done to ascertain the degree of durability of the changes experienced.

RECOMMENDATIONS



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Teachers

1. They need to be aware about the type of disability and the requirements of children with special needs.
2. They need to be regularly updated with methodologies and assistive technology devices.
3. They need to attend trainings, seminars and workshops about inclusive education.

RECOMMENDATIONS

Special Education Teachers

1. They should help the mainstream teachers by sharing to them proper modules, IEP and varied teaching strategies in handling these mainstream pupils.



RECOMMENDATION



Literacy Coordinating Council

Special Education Teachers

2. They need to visit or monitor monthly the progress of these pupils with the mainstream teachers. With this, they can help the mainstream teachers become effective in handling inclusive education.

RECOMMENDATIONS



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Special Education Teachers

3. They ought to attend Learning Action Cells (LAC) of these mainstream teachers to train or to update these mainstream teachers.

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