READINESS OF ACCOMMODATING TEACHERS OF INCLUSION BASED ON KNOWLEDGE, SKILLS AND ATTITUDE: A PREMISE FOR SUPPORT PROGRAM

A Master`s Thesis Paper
Presented to
the Faculty of the
College of Education Graduate Studies
De La Salle University- Dasmariñas

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
Major in Special Education

JORDAN T. AQUINO
August 2018
ABSTRACT

Title of Research: READINESS OF ACCOMMODATING TEACHERS OF INCLUSION BASED ON KNOWLEDGE, SKILLS AND ATTITUDE: A PREMISE FOR SUPPORT PROGRAM

Author: JORDAN T. AQUINO
Degree: Master of Arts in Education
Major: Special Education
Date of Completion: August 2018

The teachers’ readiness of competency in handling children with disabilities in inclusive setting in terms of knowledge, skills and attitudes (KSA) are prerequisite for successful inclusive education. The study involved quantitative phase that aimed to describe the level of knowledge, skills and attitude of the teachers towards inclusive education, with the use of questionnaires, situational test and skills observation guide. The qualitative phase aimed to describe the administrators’ perspective with regards to the readiness of accommodating teachers in handling students with disabilities with the use of thematic analysis. A total of sixty-two (62) accommodating teachers and six (6) school administrators from pilot schools of top four most populated cities in the province of Cavite were the respondents of the study. Findings from the study showed that the accommodating teachers in inclusive schools in Cavite are minimally ready in handling students with disability in inclusive setting with a total weighted mean score of 2.12. It is concluded that in order to address the needs of accommodating teachers and to increase the level of knowledge, skills and attitude, teacher needs to undergo training and seminars about inclusive education.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>1</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>2</td>
</tr>
<tr>
<td>APPROVAL SHEET</td>
<td>3</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>4</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>7</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>10</td>
</tr>
</tbody>
</table>

Chapter

1. THE PROBLEM AND ITS BACKGROUND
   - Introduction                               | 11   |
   - Conceptual Framework                       | 13   |
   - Statement of the Problems                  | 15   |
   - Scope and Limitation of the Study          | 16   |
   - Significance of the Study                  | 17   |
   - Definition of Terms                        | 18   |

2. REVIEW OF RELATED LITERATURE
   - Conceptual and Research Literature        | 21   |
   - Synthesis                                 | 35   |

3. METHODOLOGY
   - Research Design                           | 38   |
   - Population and Sampling                   | 39   |
Respondents of the Study 40
Research Instrument 41
Validation of the Instrument 42
Data Gathering Procedure 43
Analysis of Data 44

4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Part A. Quantitative Result
Problem No. 1 50
Problem No. 2 61
Problem No. 3 69

Part B. Qualitative Result
Problem No. 4 72
Problem No. 5 76
Proposed Support Program 79

5 SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

Summary 82
Findings 84
Conclusion 88
Recommendations 95

REFERENCES 97
APPENDICES

A. Proposed Support Program 106
B. Coding Sheet 109
C. Letter for Endorsement 117
D. Questionnaire for Respondents 126
E. About the author 135
F. Deed of Declaration 136
<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Respondents of the Study</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Knowledge on Inclusive Education Principles</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Knowledge on Inclusive Education Assessment</td>
<td>54</td>
</tr>
<tr>
<td>4</td>
<td>Knowledge on Inclusive Education Program</td>
<td>51</td>
</tr>
<tr>
<td>5</td>
<td>Skills in Inclusive Education Management</td>
<td>61</td>
</tr>
<tr>
<td>6</td>
<td>Skills in Inclusive Education Implementation</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>Attitude on Inclusive Education Roles and Responsibilities</td>
<td>69</td>
</tr>
<tr>
<td>8</td>
<td>Coded Data Based on Administrators Perspectives on Teachers’ Readiness</td>
<td>73</td>
</tr>
<tr>
<td>9</td>
<td>Support Program for Accommodating Teachers</td>
<td>79</td>
</tr>
</tbody>
</table>