

ABSTRACT

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

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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.