

# Elementary Schools' Readiness in the Implementation of Inclusive Education in San Nicolas District, Division of Batangas

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**Abstract:** This study aimed to design an action plan to enhance the readiness of schools of San Nicolas District in the implementation of Inclusive Education. This study also covered the features of the inclusive education in terms of children at risks, with physical difficulties/disabilities, suffering from severe poverty, with communication barriers, diverse gifted/talented, children with sensory-based disabilities (visual and hearing deficits), children with special needs (autism spectrum disorder, cerebral palsy, down syndrome), as well as the problems met in the implementation of Inclusive Education. It specifically looked into the readiness of the school heads in the implementation of Inclusive Education. Descriptive method of research was used in this study utilizing a researcher-made questionnaire. One hundred thirteen (113) district teaching personnel and school heads were utilized as respondents of the study. Based on their assessments on readiness of the school in the implementation of Inclusive Education in the District of San Nicolas District was among offered to minimize the problems in the implementation of the program. The study revealed that schools in San Nicolas District have readiness in the implementation of Inclusive Education were very evident. Readiness for the implementation of inclusive education in terms of K to 12 curriculum, Development of learning resources, Learning delivery, educational assessment, learning environment, teacher professional development, school leadership and management, partnership for inclusive education, governance support, monitoring and evaluation were in great extent. The researcher recommended that enhancement activities may be done to maintain the positive and high performance of the school heads and teachers of San Nicolas District in the implementation of Inclusive Education.

**Keywords:** Readiness, Implementation, Inclusive education, San Nicolas District, School heads.

## 1. Introduction

As mandated in RA 9155 and other related standards which are anchored to the DepEd's vision and mission we the school administrators are responsible and accountable to our learners. They should be acquired the needed knowledge, skills and values accordance to their ability, capabilities and potentials that could be attributed to their total development. In the light of understanding of our roles and functions in the welfare of our school clientele specifically those who are less fortunate in

terms of intellectual, physical, social and environmental factors that affect to their development. It is a reality that education should be for all even for those with intellectual and physical difficulties that need to be in presence of all and not bounded of insecurities and bullying.

In the Philippine, it great mandates were taken from 1987 Philippine Constitution (Article XIV sec. 1 and 2), RA 10665, an act establishing the open high school system in the Philippines, RA 8371, the indigenous people right act of 1997, Republic Act 10533, the enhanced Basic Education Act of 2013, RA 1057, the kindergarten education act, RA 9344, the Juvenile Justice and Welfare Act of 2006 and RA 9442m Magna Carta for Disabled person. Walton (2016)

Each student with learning disabilities and special educational needs has unique characteristics, as do students without learning disabilities. Student characteristics are categorized within functional domains. These domains include cognitive abilities, processing skills, academic achievement, communication development, perceptual-motor skills, and social-adaptive skills. All domains interact; no functioning areas operate independently. They need to be viewed holistically. People with learning disabilities are a heterogeneous group of individuals who have deficits in one or more of the functional domains. The problem can be bypassed or overlooked for a period of time-but sooner or later, the specific disorder has to be addressed. On the other hand, those learners who are suffering for other related concerns specifically who are abandoned, residing in hazardous and risk areas, the indigenous people, our Muslim brothers and sisters and others are needing of our care and support most significantly in including them in the system of education that those regular school clientele are experiencing. Considering that they are also in the priorities of the educational arena of our department.

It's very important for parents and teachers to focus on the positive things that the children can do well and to play to their strengths as this really builds their confidence and self-esteem. They become very accomplished with computer technology to the point where the teacher comments that he teachers her

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things. It's also really important that the children themselves are aware of their strengths, as it easy for a child at any age to feel different and isolated because of disabilities, difficulties and their needs to be included in regular class. Teachers must be prepared to explain something a number of times before a child with learning disabilities may understand it. A lesson may need to be explained as a whole and then broken down into steps-rather than the other way around. The child should be to choose a suitable position to sit in. such as close to the front if they are a visual learner or from where they can hear if they are in auditory learners, and be given a hand out rather than have to copy from a board. The teacher should make themselves very approachable, in order to establish an understanding relationship so that a child will find it easy and not embarrassing to say when they do not understand a task. Peer at.al (2016)

All the educators share the responsibility for accommodating the learning and behaviour needs of all learners to the maximum extent possible. This holds true for general and specials educators and for students with and without disabilities. Choate (2000) In San Nicolas District the researcher found out that there are those would be addressed of care and support thus; this research could be a best tool in enhancing the capabilities of the school heads in handling schools with classes that needs mainstreaming of learners with special educational needs. The expected result of this study would be an instrument in exercising their duties and responsibilities in guiding their school staff on how to inculcate love, care and support to their clientele particularly those with special educational needs.

In the times of education for all, we need to consider those who are somehow missing out. Among these, children with special needs occupy an important category. These children with disabilities are often left out of schools due to negative attitudes and non-inclusive set-ups. Providing an opportunity to children with special needs is thus essential for every society /country in order to provide opportunities to each and every one for developing and growing to full potential and realizing the objectives of education for all.

#### *Research Questions:*

This study aims to find out the readiness of public elementary schools of San Nicolas District, San Nicolas, Batangas in the implementation of Inclusive Education.

1) What distinct features of inclusiveness you have in classroom based on your pupils' profiling, mapping, testing & survey in terms of:

- a. children at risks (residing in dangerous area)
- b. difficulty in mobility
- c. suffering from severe poverty
- d. difficulty in communication
- e. children with sensory-based disabilities (visual and hearing impairment)
- f. children with special needs (difficulty in displaying Interpersonal Behaviours)

2) How do respondents assess readiness in the implementation of inclusive education in the following dimensions:

- a. Learners;
- b. K to 12 curriculum;

- c. Development of learning resources;
- d. Learning delivery;
- e. educational assessment;
- f. learning environment;
- g. teacher professional development;
- h. school leadership and management;
- i. partnership for inclusive education;
- j. governance support;
- k. monitoring and evaluation?

3. What are the problems met by the public elementary schools in the implementation of Inclusive Education?

4. Based on the analysis, what plan of action may be recommended to all schools/school heads in the implementation of inclusive education?

## **2. Literature Review**

Inclusive education is a process where all types of learners with diverse needs are given equal opportunities for a meaningful life in non-discriminatory environments. These environments foster belongingness through culturally /spiritually sensitive, learner-centered, delivery modes, and settings. (PRIME, 2015) DepEd is mandated to protect and promote the right of every Filipino citizen to quality education to realize his/her full potential and meaningfully take part in nation-building.

Protection and promotion of the right of all citizens to quality education at all level are explicitly uphold as stated in legal mandate in our Philippine Constitution which highly given emphasis in the education system that would be one of the bases in implementing inclusive education.

Establishing, maintaining, and support a complete adequate, and integrated system of education relevant to the needs of the people and society was thoroughly discussed in the Philippine Constitution as well as the significant in encouraging non-formal, informal, and indigenous learning systems, self-learning, independent, and out-of-school study programs particularly those that respond to community needs. Providing adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency, and other skills. (1987 Constitution)

It is clearly stated in Republic Act No. 10533, otherwise known as Enhanced Basic Education Act of 2013, Section 5 prioritizes the inclusiveness of enhanced basic education through the implementation of programs designed to address the physical, intellectual, psychological, and cultural needs of learners. This indicates how important the mainstreaming in the regular class those with children with special needs that school personnel shall aware on their roles in giving more emphasis in inclusiveness. (RA No.10533)

Magna Carta for Disabled Persons, and for other purposes mandate the provision of educational assistance to persons with disability, for them to pursue primary, secondary, tertiary, post tertiary, as well as vocational or technical education, in both public and private schools. (RA No.9442) There are other local and international mandates that support the right of all which upholds the rights of children changed the way children are viewed and treated, non-discriminatory regardless of race,

color, sex, language, religion, political or other opinion, property, disability and birth. Furthermore, policies of the state to broaden access to relevant quality education through the employment of an alternative secondary education program to overcome personal geographical and socio-economic and physical constraints, to encourage them to complete secondary education. Disabled children's education ensure disabled children have access to education while recognizing their need for special care and assistance. The right to quality education develops the child's personality, talents, mental, and physical abilities, develop respect for the child's own cultural and national values. International legal mandate gives emphasis on provisions that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. (1994 Salamanca Statement)

As discussed by Dimapilis (2007), in one sense a profession, which its own tools, techniques and research efforts all focused on improving instructional arrangement and procedures for evaluating and meeting the learning needs of children youth and adults with special needs. At a more practical level, it is individually planned and systematically monitored arrangement of physical setting, special equipment and materials, teaching procedures, and other interventions designed to help exceptional children achieve the greatest possible personal self-sufficiency and academic success. Common special needs include learning disabilities, communication disorders, emotional and behavioral disorders, physical disabilities and developmental disabilities. Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, the use of technology, a specifically adapted teaching area, or resource room.

In realization of quality implementation of inclusive education there are things that should be prioritized by the government and it should be supported by all the concerns specifically the facilitators of learning in every educational system. In establishing an education and training system for the 21st century, we carry a special responsibility to implement these values and to ensure that all learners, with and without disabilities, pursue their learning potential to the fullest. According to them every child is a national asset. /www.education.gov.za/Programmes/InclusiveEducation.aspx (2019).

Students with learning disabilities do not have an easily identifiable problem. We cannot assume that the problem simply resides within the student. We have to look at all of the interactive components within the child's learning environment; for example, what task is the child being required to perform? If it is above his or her functioning level or if instruction is inappropriate, the may student may fail. Curricular and task components should be analysed as assiduously as learner behaviour. Henley et.al (2009)

We believe that simply telling busy teachers, parents, and professionals what they should be doing is not enough. If we explain how to devise a visual communication system using picture cards, we provide the expected activities that would make the learners interested to any given learning situation.

When we present teachers tool box on how to adapt a classroom for children with special needs, we provide resources for behavior management plans, literacy tools, and the materials to create everything in your classroom. Our approach is to use the latest technology and expert guidance to create innovative and usable solutions.

Teachers must be prepared to explain something a number of times before a child with learning disabilities may understand it. A lesson may need to be explained as a whole and then broken down into steps-rather than the other way around. The child should be to choose a suitable position to sit in. such as close to the front if they are a visual learner or from where they can hear if they are in auditory learners, and be given a hand out rather than have to copy from a board. The teacher should make themselves very approachable, in order to establish an understanding relationship so that a child will find it easy and not embarrassing to say when they do not understand a task. Peer at.al (2016).

### 3. Methodology

The study employed the descriptive (quantitative) type of research. This is also an action research since it is a form of investigation designed for use by the researcher which according to (Parson and Brown, 2002), is an attempt to solve problems and improve professional practices. The action research's main source of data was researcher-made questionnaire which was validated by experts and tried out. The research instrument consisted of three parts. Part I dealt with the features of inclusive education that should be identified by the respondents in their respective class. Part II dealt with the dimensions of inclusive education that should be determined by the respondent on how these be implemented and Part III dealt with the problems met by the teachers in the implementation of inclusive education.

Frequency, ranking and weighted mean were used in the study to interpret and analyze the data. The research locale was the San Nicolas District, San Nicolas, Batangas, one of the low-income municipalities in Batangas province and one of the small districts in the division of Batangas Province. The participants of the study were one hundred thirteen (113) elementary school teachers.

### 4. Findings

Table 1  
Feature of inclusive education

| No.   | Feature  | Male | Female | Total |
|-------|--|------|--------|-------|
| 1.    | Children at Risks                                | 160  | 138    | 298   |
| 2.    | Difficulty in mobility                           | 8    | 6      | 14    |
| 3.    | Suffering from Severe Poverty                    | 91   | 77     | 168   |
| 4.    | Difficulty in communication                      | 10   | 6      | 16    |
| 5     | Visual/Hearing Impairment                        | 7    | 4      | 11    |
| 6.    | Difficulty in displaying Interpersonal Behaviors | 0    | 3      | 3     |
| Total |  | 276  | 234    | 510   |

Table 2 shows the respondents' readiness with respect to the first dimension of inclusive education, the learners. Based on the obtained weighted mean, they know the right of every learner to an education that is learner-oriented, relevant and

## PART II Dimension of Inclusive Education

Table 2  
Learners

| No. | Learner  | Weighted Mean | Verbal Interpretation |
|-----|--|---------------|-----------------------|
| 1   | know the right of every learner to an education that is learner-oriented, relevant and appropriate                 | 3.8           | G.E                   |
| 2   | understand that learner's participation shall be maximized in the whole process of curriculum development          | 3.7           | G.E                   |
| 3   | has knowledge on the features of IE-learner- centered  | 3.4           | M.E                   |
| 4   | has skills in the implementation and delivery, in school planning, monitoring and evaluation                       | 3.3           | M.E                   |
| 5   | has knowledge in the development of appropriate, culture-sensitive, relevant, gender-sensitive, and contextualized | 3.6           | G.E                   |
|     |  |               |                       |

Table 3  
K to 12 Curriculum

| No. | K to 12 Curriculum   | Weighted Mean | Verbal Interpretation |
|-----|--|---------------|-----------------------|
| 1   | knows that special education, indigenous people education, madrasah education Alternative Learning Systems, and flexible learning options are the existing programs on inclusiveness | 3.6           | G.E                   |
| 2   | recognizes and develop the program or initiatives to address contexts, needs and concerns not covered by existing programs by DepEd  | 3.4           | M.E                   |
| 3   | understands the contextualization of the curriculum and learning materials at the school level   | 3.6           | G.E                   |
| 4   | differentiates the presentation of information, content and learning materials to support understanding  | 3.5           | G.E                   |
| 5   | provides for learners options to create, learn and share what they know in both curricular and non-curricular activities   | 3.6           | G.E                   |
| 6   | provides of equal learning opportunities for all learners to facilitate active participation in the teaching-learning process  | 3.8           | G.E                   |
|     | <b>Composite Mean</b>  | 3.58          | G.E                   |

Table 4  
Development of Learning Resources

| No. | Development of Learning Resources  | Weighted Mean | Verbal Interpretation |
|-----|--|---------------|-----------------------|
| 1   | Contextualizes learning resources  | 3.41          | M.E.                  |
| 2   | knows the diversities of learners' knowledge, learning styles, study habit , interests, motivation, multiple intelligences                             | 3.6           | G.E                   |
| 3   | understands that learning resource portal as a repository of learning and teaching resources shall be utilized and maximized                           | 3.5           | G.E                   |
| 4   | has knowledge on other special circumstances that must be considered in the preparation, development and delivery of contextualized learning materials | 3.5           | G.E                   |
| 5   | has the responsibilities in the preparation of appropriate learning materials for all kind of learners   | 3.7           | G.E                   |
|     | <b>Composite Mean</b>  | 3.54          | G.E.                  |

Table 5  
Learning Delivery

| No. | Learning Delivery  | Weighted Mean | Verbal Interpretation |
|-----|--|---------------|-----------------------|
| 1   | recognizes barriers to inclusion and planning programs adhering to the principle of universal design for learning                              | 3.4           | M.E                   |
| 2   | has part in the development of school policies, mechanism and strategies for delivering equal and equitable opportunities for diverse learners | 3.6           | G.E                   |
| 3   | identifies and address learning gaps of disadvantaged and marginalized learners  | 3.5           | G.E                   |
| 4   | enhances teaching-learning processes and regular assessment of initiatives   | 3.7           | G.E                   |
| 5   | knows that one of the guiding principles of the inclusive education is non-discriminatory and child-friendly learning environment              | 3.8           | G.E                   |
|     | <b>Composite Mean</b>  | 3.6           | G.E.                  |

appropriate with an average of 3.80, ranked first and verbally interpreted to great extent. This implied that teachers are aware of their responsibilities in the education of every learner. This finding agreed with the legal mandate from the Philippines Constitution on the protection and promotion of the right of all citizens to quality education at all level are explicitly uphold with highly given emphasis in the education system that would be one of the bases in implementing inclusive education. Second in rank is understand that learners' participation shall be maximized in the whole process of curriculum development with a weighted mean of 3.7 verbally interpreted also into great extent. This result showed that teachers are very particular to the participation of the learners as suggested from the curriculum of basic education. The respondents also reported that they have knowledge in the development of appropriate, culture-sensitive, relevant, gender-sensitive, and contextualized

instructional materials. This item obtained a weighted mean of 3.6 and described to a great extent and ranked third.

All other indicators under the dimension of the learner were only done to a moderate extent as reported by the respondents. These include on their knowledge on the features of IE-learner-centered and skills in the implementation and delivery, in school planning, monitoring and evaluation with weighted means of 3.4 and 3.3 respectively.

The results of the extent of readiness in the implementation of inclusive education in the K to 12 Curriculum was presented in Table 3.

As reflected in the table, the respondents showed great extent of manifestation in provision of equal learning opportunities for all learners to facilitate active participation in the teaching-learning process. It obtained the highest mean of 3.80 among others. This implies that the school administration has positive

Table 6  
Educational Assessment

| No. | Educational Assessment  | Weighted Mean | Verbal Interpretation |
|-----|---|---------------|-----------------------|
| 1   | provides learners varied opportunities to test their mastery of competencies and enables them to participate in several types of activities.  | 3.7           | G.E                   |
| 2   | understands classroom assessment shall be flexible through the use of varied assessment strategies  | 3.8           | G.E                   |
| 3   | sensitive and responsive to the learning outcomes of every learner particularly those children with special needs   | 3.7           | G.E                   |
| 4   | responsive to the rights of every individual which highlight the recognition and promotion  | 3.7           | G.E                   |
| 5   | has part for the individual development of learners and apply the necessary assessment in the learners ability and capability to contribute on the educational assessment for inclusive education | 3.7           | G.E                   |
|     | <b>Composite Mean</b>   | 3.72          | G.E.                  |

Table 7  
Learning Environment

| No. | Learning Environment   | Weighted Mean | Verbal Interpretation |
|-----|--|---------------|-----------------------|
| 1   | has knowledge in the designs to support and complement the implementation and delivery of an inclusive curriculum, adhering to existing policies that protect the rights of learners                     | 3.5           | G.E                   |
| 2   | fosters a learner-friendly, collaborative, secure, safe and barrier-free educational setting   | 3.8           | G.E                   |
| 3   | knows the context-sensitive and non-discriminatory considering the bio-geographical realities and socio-cultural background of learners  | 3.6           | G.E                   |
| 4   | understands the accessibility of functional support facilities such as water and sanitation facilities, clinic, library, guidance office, and community learning centers                                 | 3.7           | G.E                   |
| 5   | has familiarity to the educational setting that shall promote harmonious relationship, respect for diversity and practice of positive discipline among learners, co-teachers, parents and administrators | 3.7           | G.E                   |
|     | <b>Composite Mean</b>  | 3.66          | G.E.                  |

Table 8  
Teacher Professional Development

| No. | Teacher Professional Development   | Weighted Mean | Verbal Interpretation |
|-----|--|---------------|-----------------------|
| 1   | have attended capacity building like TIP and INSETs  | 3.7           | G.E                   |
| 2   | has attendance in seminar-workshop, conferences, LAC sessions, immersions  | 3.7           | G.E                   |
| 3   | had engaged in community activities, coaching, mentoring and benchmarking  | 3.54          | G.E                   |
| 4   | knows that DepEd to collaborate with CHED through TEC to ensure integration of Inclusive Education in all major courses in the Teacher Education Program | 3.44          | M.E                   |
| 5   | understands inclusive Education shall influence policies on teacher qualifications, Hiring, recruitment and deployment                                   | 3.6           | G.E                   |
|     | <b>Composite Mean</b>  | 3.60          | G.E.                  |

outlook in the perspective of inclusive education is at the core of the K to 12 Curriculum and is embedded in the curriculum framework itself. This find support from the information gathered in the issues of promoting inclusive education in southeast countries forum on inclusive education that in establishing an education and training system for the 21st century, we carry a special responsibility to implement these values and to ensure that all learners, with and without disabilities, pursue their learning potential to the fullest. According to them every child is a national asset.

[/www.education.gov.za/Programmes/InclusiveEducation.aspx](http://www.education.gov.za/Programmes/InclusiveEducation.aspx)

The respondents also showed great extent of perception of how they know that special education, indigenous people education, madrasah education, alternative learning system, and flexible learning options are the existing programs of inclusiveness, understand the contextualization of the curriculum and learning materials at the school level and provides for learners options to create, learn and share what they know in both curricular and non-curricular activities. These three indicators got 3.60 weighted means. These conform to the idea of Dimapilis (2007), that in one sense a profession, which its own tools, techniques and research efforts all focused on improving instructional arrangement and procedures for evaluating and meeting the learning needs of children youth and adults with special needs. At a more practical level, it is individually planned and systematically monitored

arrangement of physical setting, special equipment and materials, teaching procedures, and other interventions designed to help exceptional children achieve the greatest possible personal self-sufficiency and academic success. Thus, in drawing conclusion, school head and teachers are able to adjust their skills in the flexible learning options which address the context and needs of the particular learners.

On the other hand, the differentiates the presentation of information, content and learning materials to support understanding was also manifested to a great extent with a mean of 3.50. It can be inferred that school personnel are able to perform their responsibilities for the diverse learners. Meanwhile, the respondents showed moderate extent of manifestation in recognizing and develop the program or initiatives to address contexts, needs and concerns not covered by existing programs by DepEd. This obtained the lowest mean of 3.40. Development of Learning Resources. Both teaching and learning materials shall be developed and produced at the school level and shall be maximized to complement those instructional materials provided by the Department and external partners/stakeholders.

Based on the data, the respondents perceived in great extent that they have the responsibilities in the preparation of appropriate learning materials for all kind of learners with the highest weighted mean of 3.70. It revealed that they have the willingness to prepare appropriate learning materials for the

individual needs of the learners. This is conformed to the study on teachers vision of the learning needs of the learners, that they believe that simply telling busy teachers, parents, and professionals what they should be doing is not enough. If we explain how to devise a visual communication system using picture cards, we provide meaningful activities for the learners. When we present teachers tool box on how to adapt a classroom for children with special needs, we provide resources behavior management plan, literacy tools, and the materials to create everything in your classroom. Our approach is to use the latest technology and expert guidance to create innovative and usable solutions.

Knows the diversities of learners' knowledge, learning styles, study habit, interests, motivation, multiple intelligences was rated second in the rank as shown by the weighted mean of 3.60. Such findings revealed that the school personnel were able to identify the needs of their learners. This was aligned to the ideas of Heyley (2009) that teachers have to look at all of the interactive components within the child's learning environment; for example, what task is the child being required to perform? If it is above his or her functioning level or if instruction is inappropriate, the may student may fail. Curricular and task components should be analysed as assiduously as learner behaviour.

On the other hand, understands that learning resource portal as a repository of learning and teaching resources shall be utilized and maximized and has knowledge on other special circumstances that must be considered in the preparation, development and delivery of contextualized learning materials ranked both 3rd among the five indicators with 3.5 weighted means which were described in great extent. These indicate that most of the respondents have high regards to the instructional materials as best instruments in delivering instructions.

Lowest in rank was contextualizes learning resources gaining weighted mean of 3.41 as to moderate extent.

As shown in Table 5, knowing that one of the guiding principles of the inclusive education is non-discriminatory and child-friendly learning environment garnering 3.8 weighted mean and ranked first among the five indicators. Respondents much agreed that they are very familiar to the guiding principles of inclusive education. This conforms to Choate (2000) perception that all the educators share the responsibility for accommodating the learning and behaviour needs of all learners to the maximum extent possible. This holds true for general and specials educators and for students with and without disabilities.

Enhances teaching-learning processes and regular assessment of initiatives gained a weighted mean of 3.7 and interpreted to great extent ranked 2nd. This implies that the respondents are aware in their part in enhancing their skills and knowledge in teaching and learning process that could be a great contribution to achieve the expected learning outcomes.

Third in the list is they have part in the development of school policies, mechanism and strategies for delivering equal and equitable opportunities for diverse learners which has a weighted mean of 3.6 and was interpreted as being practiced to a great extent. This implies that collaboration among school

staff on the importance of policies, mechanism and strategies to achieve the educational goal for the pupils with special needs, support and care. This was followed of identifies and address learning gaps of disadvantaged and marginalized learners with a weighted mean of 3.5 and interpreted too as great extent.

Last in the list was recognizes barriers to inclusion and planning programs adhering to the principle of universal design for learning with a weighted mean of 3.40 and was interpreted to moderate extent. This indicates that teachers are not fully aware on the planning programs adhering to the principles of universal design for learning because this is one of the responsibilities of the higher DepEd officials.

It can be noted from the above data in the table that most of the indicators under educational assessment were rated to great extent, first among the five was the respondents perceived that they understand that classroom assessment shall be flexible through the use of varied assessment strategies. This obtained a weighted mean of 3.80. This is a reflection that the teachers are very particular on how they assess the learning behaviour of the individual learner.

On the other hand, the succeeding four indicators were rated into great extent with the same weighted means of 3.70, these are provides learners varied opportunities to test their mastery of competencies and enables them to participate in several types of activities, sensitive and responsive to the learning outcomes of every learner particularly those children with special needs, responsive to the rights of every individual which highlight the recognition and promotion and has part for the individual development of learners and apply the necessary assessment in the learners ability and capability to contribute on the educational assessment for inclusive education. These are manifestation that as far as educational assessment is concerned the school personnel are flexible on how the relevancy of the assessment to the quality that the department is aiming for. This could be also attributed to the facts that the school personnel are more particular in their significant part in achieving quality learning outcomes.

Table 7 reveals that the school personnel strongly agreed that they foster a learner-friendly, collaborative, secure, safe and barrier-free educational setting. This is supported by the obtained weighted mean of 3.80 and ranks first. This signifies that the teachers know the collaborative effort of all school stakeholders in making a child-friendly school and safe learning environment to all.

Second in the list was they understand the accessibility of functional support facilities such as water and sanitation facilities, clinic, library, guidance office, and community learning canters with a weighted mean of 3.70 and interpreted to a great extent. This indicates that the respondents have knowledge on what support could be addressed to the needs of the school clientele. It is worthy to mention that the School Governance Operation Division has also full support to the needs of the school children where they have assigned personnel to extend the support of the DepEd in every school particularly the School Nurse who has regular monitoring on the condition of every child in the school. Garnering the same weighted mean of 3.70, the respondents have familiarity to the

Table 9  
School Leadership and Management

| No. | School Leadership and Management  | Weighted Mean | Verbal Interpretation |
|-----|---|---------------|-----------------------|
| 1   | Knows that school is encouraged to implement inclusion and interest programs as needed to respond to the context of the learners and the communities being served                                       | 3.7           | G.E                   |
| 2   | has deep commitment to DepEd's mission to promote and protect the right of every Filipino to quality, equitable, culture-based and complete basic education   | 3.8           | G.E                   |
| 3   | understands that all school teachers shall be capacitated to prepare and manage IE that are ready to implement IE. SBM shall consider and strengthen the implementation of IE duly reflected in the SIP | 3.7           | G.E                   |
| 4   | knows that school heads shall facilitate the provision of technical support and engage teaching and non-teaching personnel in continuous capacity building  | 3.8           | G.E                   |
| 5   | has knowledge and skills in preparation of research as tools in the curriculum development that will improve the implementation of IE   | 3.4           | M.E                   |
|     | <b>Composite Mean</b>   | 3.68          | G.E.                  |

Table 10  
Partnership for Inclusive Education

| No. | Partnership for Inclusive Education   | Weighted Mean | Verbal Interpretation |
|-----|---|---------------|-----------------------|
| 1   | understands that the department shall continuously conduct intensive advocacy and social mobilization on IE as a perspective, policy, and practice  | 3.6           | G.E                   |
| 2   | Knows that continuous engagement with stakeholders/partners shall be institutionalized in the planning, implementation, monitoring, and evaluation of curricular and co-curricular programs and activities.           | 3.6           | G.E                   |
| 3   | knows that external linkages and partnership must be expanded and strengthened to ensure proper coordination, resource sharing and sustainability of IE.  | 3.6           | G.E                   |
| 4   | understands that school heads shall facilitate the provision of technical support engage teaching and non-teaching personnel in continuous capacity building, research-based instruction and school management of IE. | 3.8           | G.E                   |
| 5   | Understands that the school can provide the network support in the implementation of inclusive education that enable their effective implementation   | 4             | G.E                   |
|     | <b>Composite Mean</b>   | 3.72          | G.E.                  |

Table 11  
Governance Support

| No. | Governance Support  | Weighted Mean | Verbal Interpretation |
|-----|---|---------------|-----------------------|
| 1   | has consideration on the specific needs of inclusive education in the planning and programming of resources e.g. program funds                          | 3.6           | G.E                   |
| 2   | Knows that school heads continuously coordinate with LGUs to maximize the utilization of SEF and other available local resource                         | 3.6           | G.E                   |
| 3   | knows that external linkages and partnership must be expanded and strengthened to ensure proper coordination, resource sharing and sustainability of IE | 3.7           | G.E                   |
| 4   | has the knowledge that classrooms are in standard size in the implementation of inclusive education that should be assisted by the government           | 3.7           | G.E                   |
| 5   | knows that the involvement of internal and external stakeholders shall also be encouraged to support the implementation of inclusion program            | 3.7           | G.E                   |
|     | <b>Composite Mean</b>   | 3.66          |                       |

educational setting that shall promote harmonious relationship, respect for diversity and practice of positive discipline among learners, co-teachers, parents and administrators.

Knowing the context-sensitive and non-discriminatory considering the bio-geographical realities and socio-cultural background of learners garnered a weighted mean of 3.60 and interpreted to great extent. This implies that the school personnel are doing their part in school mapping, survey and collection of data regarding the condition of their learners. The essence of home visit is still in the heart of every teacher. Lowest weighted mean was 3.50 indicating that it was in great extent that the respondents could have high consideration on the ideal learning environment of the diverse learners.

Table 8 shows that the respondents have attended capacity building like TIP and INSETs had a computed weighted mean of 3.70 and was interpreted as being practiced to a great extent. Second in the list was has attendance in seminar-workshop, conferences, LAC sessions, immersions which has the same weighted mean of 3.70. This implies that indicators one and two have significant impact in the professional growth of the

teachers that's why these obtained the highest weighted means among the five indicators under teachers' professional development. This is also a manifestation that every teacher believed that capacity building, seminar workshop and other related professional development are their armours in delivering quality education.

Moreover, respondents understand inclusive Education shall influence policies on teacher qualifications, Hiring, recruitment and deployment and they engaged in community activities, coaching, mentoring and benchmarking with weighted means of 3.60 and 3.54 respectively and both interpreted to great extent. This implies that the respondents are aware on the educational setting which promote respect for diversity and practice of positive discipline among learners and teachers.

Last in the list was they know that DepEd to collaborate with CHED through TEC to ensure integration of Inclusive Education in all major courses in the Teacher Education Program. It has something to do to the experiences of most of the teachers that they had served as cooperating teachers of the deployed practice teachers from different colleges and

Table 12  
Monitoring and Evaluation

| No. | Monitoring and Evaluation  | Weighted Mean | Verbal Interpretation |
|-----|--|---------------|-----------------------|
| 1   | Understands that the Bureau of Learning Delivery (BLD) in coordination with other offices in curriculum and instruction strand is responsible for strengthening the curriculum implementation            | 3.5           | G.E                   |
| 2   | understands that RO and SDO shall likewise conduct monitoring and evaluation at the division and school level, ensuring that school programs are inclusive in terms of curriculum and its support system | 3.5           | G.E                   |
| 3   | has knowledge in the delivery and articulation of educational program which are appropriate to the diverse learners  | 3.5           | G.E                   |
| 4   | has knowledge on the conduct the higher offices of DepEd on the random and structured monitoring on the implementation of this policy in schools and learning centers                                    | 3.5           | G.E                   |
| 5   | knows that the school's division office shall ensure that schools and programs are inclusive in terms of curriculum and its support systems  | 3.7           | G.E                   |
|     | <b>Composite Mean</b>  | 3.54          | G.E.                  |

## PART III

Table 13  
Problems met in the implementation of Inclusive Education

| No. | Problems Met in the Implementation of Inclusive Education   | Weighted Mean | Verbal Interpretation | Rank |
|-----|---|---------------|-----------------------|------|
| 1   | Lack of awareness about children with disabilities/special needs among general teachers   | 3.0           | A                     | 21.5 |
| 2   | Distance from home to school of the learners / geographical location  | 3.1           | A                     | 18.5 |
| 3   | Socio-economic and socio-cultural of the clients  | 3.3           | A                     | 8.5  |
| 4   | Interest of the parents/parental factors  | 3.5           | SA                    | 1.5  |
| 5   | Negative self-perceptions of the learners with disabilities   | 3.0           | A                     | 21.5 |
| 6   | Improper curriculum adaptation  | 3.0           | A                     | 21.5 |
| 7   | ICT availability and related competencies   | 3.1           | A                     | 18.5 |
| 8   | The worry of the learners with disabilities   | 3.2           | A                     | 16.5 |
| 9   | Mainstream setting among the learners   | 3.3           | A                     | 8.5  |
| 10  | Provision of basic resources, physical facilities and equipment to cater for their special needs like counterparts in regular classes | 3.4           | A                     | 3.5  |
| 11  | Access to sinks and other specialized classroom equipment   | 3.3           | A                     | 8.5  |
| 12  | Adequate funds to assist integrate assistance technology through ICT in education   | 3.4           | A                     | 3.5  |
| 13  | Intensive funding of schools by the government for availing facilities  | 3.4           | A                     | 3.5  |
| 14  | Government aid in construction of Inclusive Classroom   | 3.3           | A                     | 8.5  |
| 15  | Support services for both the learners and teachers   | 3.5           | SA                    | 1.5  |
| 16  | Attitudes towards inclusion and disability among teachers, school administrators, peers and policy planner                            | 3.3           | A                     | 8.5  |
| 17  | Applying teaching strategies for those with moderate or severe learning difficulties  | 3.3           | A                     | 8.5  |
| 18  | Adequate training of teachers   | 3.3           | A                     | 8.5  |
| 19  | Skills of teachers/training in special education nor had any experience teaching learners with disabilities                           | 3.3           | A                     | 8.5  |
| 20  | Insufficient and improper pre-service teacher education   | 3.1           | A                     | 18.5 |
| 21  | School environment including difficulties in physical access  | 3.2           | A                     | 16.5 |
| 22  | Lack of parent and community involvement  | 3.4           | A                     | 3.5  |
| 23  | Expenses involved in the part among parents, teachers and school administration   | 3.4           | A                     | 3.5  |

university in the area.

Table 9 displays the school leadership and management as one of the dimensions of inclusive education. As can be seen from the data the respondents have deep commitment to DepEd's mission to promote and protect the right of every Filipino to quality, equitable, culture-based and complete basic education had the highest weighted mean of 3.80 and described as practiced in great extent. It means that they are committed and dedicated to serve the Filipino learners. This was followed that they know that school heads shall facilitate the provision of technical support and engage teaching and non-teaching personnel in continuous capacity building with the same weighted mean of 3.80. This implies that the teacher-respondents experienced that support of their school leaders in their professional development.

On the other hand, the respondents revealed that they know that school is encouraged to implement inclusion and interest programs as needed to respond to the context of the learners and the communities being served with a weighted mean of 3.70 and interpreted to great extent. The respondents likewise noted that they understand that all school teachers shall be capacitated to prepare and manage IE that are ready to implement IE. SBM

shall consider and strengthen the implementation of IE duly reflected in the SIP with the weighted mean also of 3.70. This revealed on the facts that the teacher are aware of what are happening in their school premises.

The last in the list was that the respondents have knowledge and skills in preparation of research as tools in the curriculum development that will improve the implementation of IE with a weighted mean of 3.40 and interpreted to moderate extent. This implies that most of the teachers are not research enthusiast because this is not included in their key result areas but they are encouraged to conduct action research.

The table shows that the school personnel understand the school can provide the network support in the implementation of inclusive education that enable their effective implementation. This got the perfect weighted mean of 4.00. This implies that the respondents have the full understanding of the school based management which the primary aim is collaboratively engaged to networking with the supporters of the school for the welfare of the school clientele. This could be also attributed to the fact that the school staff had attended several trainings about SBM and they have gained other related issues and concerns in relation to school management as



stipulated in RA 9155.

Second in the rank is understands that school heads shall facilitate the provision of technical support engage teaching and non-teaching personnel in continuous capacity building, research-based instruction and school management of IE with a weighted mean of 3.80 and interpreted to a great extent. This indicates that majority of the respondents are knowledgeable on the duties and responsibilities of their school head.

On the other hand, understands that the department shall continuously conduct intensive advocacy and social mobilization on IE as a perspective, policy, and practice garnering a weighted mean of 3.60 which was described to great extent. This shows that more of the school personnel are aware to the advocacy of the Department in relation to the development of every learner. It was follow of Knows that continuous engagement with stakeholders/partners shall be institutionalized in the planning, implementation, monitoring, and evaluation of curricular and co-curricular programs and activities and it got also a weighted mean of 3.60 as well as the indicator that teachers know that external linkages and partnership must be expanded and strengthened to ensure proper coordination, resource sharing and sustainability of IE with the same weighted mean of 3.60, and interpreted to a great extent. Based on interview with some teachers their school heads have the habits of collaborating with their school stakeholders and it is worthy to mention that they have been supporting whatever step as far as dealing with stakeholders is concerned. They are also open in the thought that it is the responsibility of everyone in the system to uplift the quality of education to the fullest.

It was seen in Table 11 that the respondents know that external linkages and partnership must be expanded and strengthened to ensure proper coordination, resource sharing and sustainability of IE a weighted mean of 3.70 and interpreted as to great extent. It was followed of the they have knowledge that classrooms are in standard size in the implementation of inclusive education that should be assisted by the government which obtained a weighted mean also of 3.70 as well as they know that the involvement of internal and external stakeholders shall also be encouraged to support the implementation of inclusion program with the same weighted mean of 3.70 interpreted all to great extent. It could be attributed to the fact that teachers should be provided with common skills and knowledge to become adaptive to the changes as they participative in planning at instructional level and support from internal and external stakeholders.

As manifested in the table, respondent have consideration on the specific needs of inclusive education in the planning and programming of resources e.g. program funds with a weighted mean of 3.60 and it was followed of they Know that school heads continuously coordinate with LGUs to maximize the utilization of SEF and other available local resource with the same weighted mean of 3.60 and interpreted both to great extent. This is implies to the information that the Department of Education continuously coordinate with LGUs to maximize the utilization of the Special Education Fund.

Table 12 shows that the respondents know that the schools

division office shall ensure that schools and programs are inclusive in terms of curriculum and its support systems, it had a computed weighted mean of 3.70 and was interpreted as being noticed to great extent. This implies that the respondents have information on how the division office practiced their partaking in the implementation of inclusive education.

Results also show that the respondents understand that the Bureau of Learning Delivery (BLD) in coordination with other offices in curriculum and instruction strand is responsible for strengthening the curriculum implementation with a computed weighted mean of 3.5 and was interpreted to great extent. It was followed of they understand that RO and SDO shall likewise conduct monitoring and evaluation at the division and school level, ensuring that school programs are inclusive in terms of curriculum and its support system with weighted mean of 3.50 also and was interpreted to great extent. This indicates that the respondents are aware on the policy of monitoring and evaluation as bases in provision of technical assistance to the school level.

Furthermore, the respondents accepted that they have knowledge in the delivery and articulation of educational program which are appropriate to the diverse learners with a weighted mean of 3.50, the same of the fact that they have knowledge on the conduct the higher offices of DepEd on the random and structured monitoring on the implementation of this policy in schools and learning centers with the same weighted mean of 3.50 and was interpreted to great extent too. This could be attributed to the facts that most of the teachers have basis on the programs and projects of the department that could be evaluated and assessed based on the needs to would be addressed to continuously monitor the progress and effectiveness that would support to the target of the department.

Table 13 presents the problems met in the implementation of Inclusive Education. The table reflects that Interest of the parents/parental factors is the most problem encountered by the school in the implementation of IE. This is justified by the weighed mean of 3.50 and ranked 3.5 among 23 problems and was interpreted to strongly agree. It implies that the respondents perceived and based from their experiences that most of the parents did not want their children with difficulties or special learning needs to be exposed even the government has plenty of programs and projects for their welfare.

Ranked 3.5 also in the list was the support services for both the learners and teachers with a computed weighted mean of 3.40 and was interpreted to strongly agree as problem encountered in the implementation of inclusive education. This indicates that there are needs of both teachers and the students that should be addressed to the higher authority maybe these are materials supplies, financial and even social and moral support.

Provision of basic resources, physical facilities and equipment to cater for their special needs like counterparts in regular classes was the next in the list with a computed weighted mean of 3.40 was expressed to agree. It implies that in inclusiveness provision of additional instructional support and resources must be prioritized.

Adequate funds to assist integrate assistance technology through ICT in education is another primary problem which

was 4th in the list with a weighted mean also of 3.40 and was interpreted to agree. This could be attributed to the facts that learners should be able to access to the challenge of technology that sometime it could be hard to provide due to lack of fund for the project.

Intensive funding of schools by the government for availing facilities is another one problem in the implementation of inclusive education. It got 3.40 weighted mean and was interpreted also to agree. It could be attributed to the fact that Municipality of San Nicolas in Batangas is one of the low-income municipalities in the province.

It is also gleaned from the table that lack of parent and community involvement is another problem with a weighted mean of 3.40 and it was followed of Expenses involved in the part among parents, teachers and school administration with a weighted mean also of 3.40 and interpreted to agree. These imply of the perception of the respondents on the negative support of the parents and the community, it could be attributed to the facts that the program has not yet been fully implemented instead mainstreaming of pupils with special needs are the present practiced in every school specially those districts in the division that without regular class of special education.

On the other hand, as disclosed from the data eight (8) out of 23 (twenty-three) indicators found have the same ranked of 8.5 and with a weighted mean in each indicator of 3.3. these are: socio-economic and socio-cultural of the clients; mainstream setting among the learners; access to sinks and other specialized classroom equipment; government aid in construction of Inclusive Classroom; attitudes towards inclusion and disability among teachers, school administrators, peers and policy planner; applying teaching strategies for those with moderate or severe learning difficulties; adequate training of teachers; and skills of teachers/training in special education nor had any experience teaching learners with disabilities.

Often accompanying the information about inclusive education are reports of the challenges and barriers to its implementation. The word “challenge” appears repeatedly where inclusive education is described in the newspaper reports. The challenges of implementing inclusive education is a familiar theme in the inclusive education discourse in the professional domain, yielding numerous research projects and academic texts. As the theme permeates the public domain through newspaper reports, these challenges are compressed and compounded to meet the space constraints of an article, and so become overwhelming to a reader. In some instances, the challenges are deemed barriers to implementation and as such, they seem insurmountable. These challenges or barriers are the well-known list of poor teacher education, systematic constraints (inadequate resources, overcrowded classrooms, distance and transport, and negative attitude towards children with disabilities and their inclusion in mainstream classrooms.

In cognizant to DepEd Order no., it is a reality that education should be for all even for those with intellectual and physical difficulties that need to be in presence of all and not bounded of insecurities and bullying. It is good to note that the government has the policies and program for our less fortunate individuals and it is clearly stated on 1989 convention on the right of the

child that provides that all children should learn together, wherever possible, regardless of difficulties or differences. Salamanca statement of 1994 stated to upholds the rights of the children and changed the way children are treated and viewed. Other international and local legal standard setting instruments were also support the policies on inclusive education such as; united nations convention on the rights of persons with disabilities, education 2030 framework for action aims at mobilizing all countries and partners around the SDG on inclusive and equitable quality education, 2007 united nations declaration on the rights of indigenous people. In the Philippine, it great mandates were taken from RA 9155, the governance of basic education act of 2001, 1987 Philippine Constitution (Article XIV sec. 1 and 2), RA 10665, an act establishing the open high school system in the Philippines, RA 8371, the indigenous people right act of 1997, Republic Act 10533, the enhanced Basic Education Act of 2013, RA 1057, the kindergarten education act, RA 9344, the Juvenile Justice and Welfare Act of 2006 and RA 9442m Magna Carta for Disabled person. Walton (2016).

Each student with learning disabilities has unique characteristics, as do students without learning disabilities. Student characteristics are categorized within functional domains. These domains include cognitive abilities, processing skills, academic achievement, communication development, perceptual-motor skills, and social-adaptive skills. All domains interact; no functioning areas operate independently.

Garguilo (2009) defines special education as a specially designed instruction at no cost to the parents, to meet the unique needs of the disable child. These needs include classroom instruction, instruction in physical education, home instruction and instruction in hospital and institution. Compared to the Department of Education’ definition, Dunn’s definition asserts to broad characteristics of special education, asserting that this should not be a financial burden to the parents and families.

Each student needs to be viewed holistically. People with learning disabilities are a heterogeneous group of individuals who have deficits in one or more of the functional domains. The problem can be bypassed or overlooked for a period of time-but sooner or later, the specific disorder has to be addressed. Students with learning disabilities do not have an easily identifiable problem. We cannot assume that the problem simply resides within the student. We have to look at all of the interactive components within the child’s learning environment; for example, what task is the child being required to perform? If it is above his or her functioning level or if instruction is inappropriate, the may student may fail. Curricular and task components should be analysed as assiduously as learner behaviour. Henley et.al (2009)

It’s very important for parents and teachers to focus on the positive things that the children can do well and to play to their strengths as this really builds their confidence and self-esteem. They become very accomplished with computer technology to the point where the teacher comments that he teachers her things. It’s also really important that the children themselves are aware of their strengths, as it easy for a child at any age to feel different and isolated because of disabilities. Teachers must be

prepared to explain something a number of times before a child with learning disabilities may understand it. A lesson may need to be explained as a whole and then broken down into steps—rather than the other way around. The child should be to choose a suitable position to sit in, such as close to the front if they are a visual learner or from where they can hear if they are auditory learners, and be given a hand out rather than have to copy from a board. The teacher should make themselves very approachable, in order to establish an understanding relationship so that a child will find it easy and not embarrassing to say when they do not understand a task. Peer *et al.* (2016).

## 5. Conclusions and Recommendations

This section presents the conclusions and recommendations of the study.

Based from the findings of the study, the following conclusions are drawn.

1. The level of preparedness of all schools in the following dimensions of inclusive education; learners, K-12 curriculum, development of learning resources, learning delivery, educational assessment, learning environment, teacher professional development, school leadership and management, partnership for inclusive education, governance support and monitoring and evaluation are manifested in great extent.
2. The existing problems on the implementation of inclusive education can be maximized through the exerted effort of the school heads in coordinating to the stakeholders the needed support for proper implementation of inclusiveness
3. The proposed work plan which focused on the weak areas can be tried out to achieve the expected activities, programs and projects that will support in the implementation of inclusive education.

In the light of the findings, some recommendations or initiatives are solicited to intensify the readiness of the schools in the district of San Nicolas, Division of Batangas such as;

1. Enhancement programs for the school personnel may be conducted to enhance their readiness in the

implementation of inclusive education.

2. The District Office may continuously organize trainings for their employees to update their existing knowledge on the importance of inclusiveness.
3. The proposed work plan may be presented to school division office top management for their review and suggestions before it could be used for implementation.
4. A similar study may be conducted tracing the effectiveness of the proposed work plan to minimize the problems in the implementation of inclusive education.

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Name of Respondent: \_\_\_\_\_ Gender: \_\_\_\_\_

Position/Designation: \_\_\_\_\_

School: \_\_\_\_\_ Grade & Section Handle: \_\_\_\_\_

This questionnaire was made to gather data about the "Elementary Schools Readiness in the Implementation of Inclusive Education in San Nicolas District, Division of Batangas Province."

Kindly fill out the exact number in **Part I** of this questionnaire on the number of learners you have in your class in the implementation of Inclusive Education in your school and in **Parts II & III** rate yourself/opinion based on each indicator by checking the numbered column that corresponds your answer. Your honest response will be a great help towards the realization of the objectives of my action research. Please be guided also of the below scale in rating your choice indicators.

Thank you and may the good Lord Jesus Christ bless you in all your undertakings.

Part I

Based on your class enrolment/mapping/profiling/assessment and survey, how many Inclusive Education learners do you have in the following features?

| FEATURE   | Male  | Female | Total |
|---|-------|--------|-------|
| a. children at risks  | _____ | _____  | _____ |
| b. with physical difficulties/disabilities  | _____ | _____  | _____ |
| c. suffering from severe poverty  | _____ | _____  | _____ |
| d. with communication barriers  | _____ | _____  | _____ |
| e. diverse gifted/talented  | _____ | _____  | _____ |
| f. indigenous people learners   | _____ | _____  | _____ |
| g. Madrasah / Muslim learners   | _____ | _____  | _____ |
| h. children with sensory-based disabilities (visual and hearing difficulties)             | _____ | _____  | _____ |
| children with special needs (autism spectrum disorder, cerebral palsy, down syndrome etc. | _____ | _____  | _____ |
| j. Alternative Learning System learners   | _____ | _____  | _____ |
| Total:  | _____ | _____  | _____ |

| Options | Scale Range | Verbal Interpretation                |
|---------|-------------|--------------------------------------|
| 4       | 3.50-4.00   | To a Great Extent/<br>Strongly Agree |
| 3       | 2.50-3.49   | To Moderate Extent/<br>Agree         |
| 2       | 1.50-2.49   | To Little Extent/<br>Disagree        |
| 1       | 1.00-1.49   | To No Extent/<br>Strongly Disagree   |

Part II

|    | DIMENSION OF INCLUSIVE EDUCATION   | Verbal Interpretation |    |    |    |
|----|--|-----------------------|----|----|----|
|    |  | GE                    | ME | LE | NE |
|    | <b>Learners</b>  |                       |    |    |    |
| 1  | know the right of every learner to an education that is learner-oriented, relevant and appropriate   |                       |    |    |    |
| 2  | understand that learner’s participation shall be maximized in the whole process of curriculum development  |                       |    |    |    |
| 3  | has knowledge on the features of IE-learner- centered  |                       |    |    |    |
| 4  | has skills in the implementation and delivery, in school planning, monitoring and evaluation   |                       |    |    |    |
| 5  | has knowledge in the development of appropriate, culture-sensitive, relevant, gender-sensitive, and contextualized   |                       |    |    |    |
|    | <b>K to 12 Curriculum</b>  |                       |    |    |    |
| 1. | knows that special education, indigenous people education, madrasah education Alternative Learning Systems, and flexible learning options are the existing programs on inclusiveness |                       |    |    |    |
| 2  | recognizes and develop the program or initiatives to address contexts, needs and concerns not covered by existing programs by DepEd  |                       |    |    |    |
| 3  | understands the contextualization of the curriculum and learning materials at the school level   |                       |    |    |    |
| 4  | differentiates the presentation of information, content and learning materials to support understanding  |                       |    |    |    |
| 5  | provides for learners options to create, learn and share what they know in both curricular and non-curricular activities   |                       |    |    |    |
| 6  | provides of equal learning opportunities for all learners to facilitate active participation in the teaching-learning process  |                       |    |    |    |
|    | <b>Development of Learning Resources</b>   |                       |    |    |    |
| 1  | Contextualizes learning resources  |                       |    |    |    |
| 2  | knows the diversities of learners’ knowledge, learning styles, study habit , interests, motivation, multiple intelligences   |                       |    |    |    |
| 3  | understands that learning resource portal as a repository of learning and teaching resources shall be utilized and maximized   |                       |    |    |    |
| 4. | has knowledge on other special circumstances that must be considered in the preparation, development and delivery of contextualized learning materials                               |                       |    |    |    |
| 5. | has the responsibilities in the preparation of appropriate learning materials for all kind of learners   |                       |    |    |    |
|    | <b>Learning Delivery</b>   |                       |    |    |    |
| 1  | recognizes barriers to inclusion and planning programs adhering to the principle of universal design for learning  |                       |    |    |    |
| 2  | has part in the development of school policies, mechanism and strategies for delivering equal and equitable opportunities for diverse learners                                       |                       |    |    |    |
| 3  | identifies and address learning gaps of disadvantaged and marginalized learners  |                       |    |    |    |
| 4  | enhances teaching-learning processes and regular assessment of initiatives   |                       |    |    |    |
| 5  | knows that one of the guiding principles of the inclusive education is non-discriminatory and child-friendly learning environment  |                       |    |    |    |

|    |   |  |  |  |  |
|----|---|--|--|--|--|
|    | <b>Educational Assessment</b>   |  |  |  |  |
| 1  | provides learners varied opportunities to test their mastery of competencies and enables them to participate in several types of activities.  |  |  |  |  |
| 2  | understands classroom assessment shall be flexible through the use of varied assessment strategies  |  |  |  |  |
| 3  | sensitive and responsive to the learning outcomes of every learner particularly those children with special needs   |  |  |  |  |
| 4  | responsive to the rights of every individual which highlight the recognition and promotion  |  |  |  |  |
| 5  | has part for the individual development of learners and apply the necessary assessment in the learners ability and capability to contribute on the educational assessment for inclusive education                     |  |  |  |  |
|    | <b>Learning Environment</b>   |  |  |  |  |
| 1  | has knowledge in the designs to support and complement the implementation and delivery of an inclusive curriculum, adhering to existing policies that protect the rights of learners                                  |  |  |  |  |
| 2  | fosters a learner-friendly, collaborative, secure, safe and barrier-free educational setting  |  |  |  |  |
| 3  | knows the context-sensitive and non-discriminatory considering the bio-geographical realities and socio-cultural background of learners   |  |  |  |  |
| 4  | understands the accessibility of functional support facilities such as water and sanitation facilities, clinic, library, guidance office, and community learning centers  |  |  |  |  |
| 5  | has familiarity to the educational setting that shall promote harmonious relationship, respect for diversity and practice of positive discipline among learners, co-teachers, parents and administrators              |  |  |  |  |
|    | <b>Teacher Professional Development</b>   |  |  |  |  |
| 1  | have attended capacity building like TIP and INSETs   |  |  |  |  |
| 2  | has attendance in seminar-workshop, conferences, LAC sessions, immersions   |  |  |  |  |
| 3  | had engaged in community activities, coaching, mentoring and benchmarking   |  |  |  |  |
| 4  | knows that DepEd to collaborate with CHED through TEC to ensure integration of Inclusive Education in all major courses in the Teacher Education Program  |  |  |  |  |
| 5  | understands inclusive Education shall influence policies on teacher qualifications, Hiring, recruitment and deployment  |  |  |  |  |
|    | <b>School Leadership and Management</b>   |  |  |  |  |
| 1  | Knows that school is encouraged to implement inclusion and interest programs as needed to respond to the context of the learners and the communities being served   |  |  |  |  |
| 2  | has deep commitment to DepEd's mission to promote and protect the right of every Filipino to quality, equitable, culture-based and complete basic education   |  |  |  |  |
| 3  | understands that all school teachers shall be capacitated to prepare and manage IE that are ready to implement IE. SBM shall consider and strengthen the implementation of IE duly reflected in the SIP               |  |  |  |  |
| 4  | knows that school heads shall facilitate the provision of technical support and engage teaching and non-teaching personnel in continuous capacity building  |  |  |  |  |
| 5  | has knowledge and skills in preparation of research as tools in the curriculum development that will improve the implementation of IE   |  |  |  |  |
|    | <b>Partnership for Inclusive Education</b>  |  |  |  |  |
| 1  | understands that the department shall continuously conduct intensive advocacy and social mobilization on IE as a perspective, policy, and practice  |  |  |  |  |
| 2  | Knows that continuous engagement with stakeholders/partners shall be institutionalized in the planning, implementation, monitoring, and evaluation of curricular and co-curricular programs and activities.           |  |  |  |  |
| 3  | knows that external linkages and partnership must be expanded and strengthened to ensure proper coordination, resource sharing and sustainability of IE.  |  |  |  |  |
| 4  | understands that school heads shall facilitate the provision of technical support engage teaching and non-teaching personnel in continuous capacity building, research-based instruction and school management of IE. |  |  |  |  |
| 5. | Understands that the school can provide the network support in the implementation of inclusive education that enable their effective implementation   |  |  |  |  |
|    | <b>Governance Support</b>   |  |  |  |  |
| 1  | has consideration on the specific needs of inclusive education in the planning and programming of resources e.g. program funds  |  |  |  |  |
| 2  | Knows that school heads continuously coordinate with LGUs to maximize the utilization of SEF and other available local resource   |  |  |  |  |
| 3  | Knows that allocation of teacher items, hiring, adequate learning facilities and equipment needed and support to professional development   |  |  |  |  |
| 4  | has the knowledge that classrooms are in standard size in the implementation of inclusive education that should be assisted by the government   |  |  |  |  |
| 5  | knows that the involvement of internal and external stakeholders shall also be encouraged to support the implementation of inclusion program  |  |  |  |  |
|    | <b>Monitoring and Evaluation</b>  |  |  |  |  |
| 1  | Understands that the Bureau of Learning Delivery (BLD) in coordination with other offices in curriculum and instruction strand is responsible for strengthening the curriculum implementation                         |  |  |  |  |
| 2  | understands that RO and SDO shall likewise conduct monitoring and evaluation at the division and school level, ensuring that school programs are inclusive in terms of curriculum and its support system              |  |  |  |  |
| 3  | has knowledge in the delivery and articulation of educational program which are appropriate to the diverse learners   |  |  |  |  |
| 4  | has knowledge on the conduct the higher offices of DepEd on the random and structured monitoring on the implementation of this policy in schools and learning centers   |  |  |  |  |
| 5  | knows that the schools division office shall ensure that schools and programs are inclusive in terms of curriculum and its support systems  |  |  |  |  |

## PART III

|    | PROBLEMS MET IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION   | VERBAL INTERPRETATION |   |    |    |
|----|---|-----------------------|---|----|----|
|    |   | SA                    | A | DA | SD |
| 1  | Lack of awareness about children with disabilities/special needs among general teachers   |                       |   |    |    |
| 2  | Distance from home to school of the learners / geographical location  |                       |   |    |    |
| 3  | Socio-economic and socio-cultural of the clients  |                       |   |    |    |
| 4  | Interest of the parents/parental factors  |                       |   |    |    |
| 5  | Negative self-perceptions of the learners with disabilities   |                       |   |    |    |
| 6  | Improper curriculum adaptation  |                       |   |    |    |
| 7  | ICT availability and related competencies   |                       |   |    |    |
| 8  | The worry of the learners with disabilities   |                       |   |    |    |
| 9  | Mainstream setting among the learners   |                       |   |    |    |
| 10 | Provision of basic resources, physical facilities and equipment to cater for their special needs like counterparts in regular classes |                       |   |    |    |
| 11 | Access to sinks and other specialized classroom equipment   |                       |   |    |    |
| 12 | Adequate funds to assist integrate assistance technology through ICT in education   |                       |   |    |    |
| 13 | Intensive funding of schools by the government for availing facilities  |                       |   |    |    |
| 14 | Government aid in construction of Inclusive Classroom   |                       |   |    |    |
| 15 | Support services for both the learners and teachers   |                       |   |    |    |
| 16 | Attitudes towards inclusion and disability among teachers, school administrators, peers and policy planner                            |                       |   |    |    |
| 17 | Applying teaching strategies for those with moderate or severe learning difficulties  |                       |   |    |    |
| 18 | Adequate training of teachers   |                       |   |    |    |
| 19 | Skills of teachers/training in special education nor had any experience teaching learners with disabilities                           |                       |   |    |    |
| 20 | Insufficient and improper pre-service teacher education   |                       |   |    |    |
| 21 | School environment including difficulties in physical access  |                       |   |    |    |
| 22 | Lack of parent and community involvement  |                       |   |    |    |
| 23 | Expenses involved in the part among parents, teachers and school administration   |                       |   |    |    |

Please cite other problems/challenges that you have encountered in the implementation of Inclusive Education in your respective school.