TEACHERS INCLUSIVE PRACTICES TO STUDENT'S KNOWLEDGE DEVELOPMENT AND PERFORMANCE IN SOCIAL SCIENCE

RENALYN B. GADISTA
renalyn.gadista@deped.gov.ph
Laguna State Polytechnic University, Philippines

ABSTRACT

This study focused on Teachers Inclusive Education Practices to Student's Knowledge Development in Social Science. It aimed to find the following such as the level of inclusive education practices in terms of Peer Supported Learning, Support Important Life, Implement Universal Design for Learning, Strong Behavior Management Plan, and Ensure Access to Academic Content. Next is the Level of Student Knowledge Development in Terms of Academic Motivation, Self-regulation, Learning Behavior, and Peer Collaboration; based on the findings of the study, create an action plan that can be proposed to further improve the Teachers Inclusive Education Practices to Student's Knowledge Development in Social Science.

The researcher used the quantitative/ descriptive survey method in this study. The respondents were the 1,100 randomly selected junior high school students of Makiling Integrated School.

The instrument used in the study is a validated survey questionnaire- checklist and data obtained from the questionnaire-checklist were then treated with statistical tools such as Percentage, weighted mean, standard deviation t-test and person -r.

After gathering and analyzing the data these are the findings of the study.

The study of the data shows that the Level of Inclusive Education Practices in terms of Peer Supported Learning, Support Important Life, Implement Universal Design for Learning, Strong Behavior Management Plan, and Ensure Access to Academic Content was "Very High". Whereas, the Level of Student Knowledge Development in Terms of Academic Motivation, Self-regulation, Learning Behavior, and Peer Collaboration "Very High". Meanwhile, the Level of Student's Knowledge Development in terms of Student's Performance as to Grades remarked as "Proficient".

The study revealed that Peer Supported Learning, Support Important Life, Implement Universal Design for Learning, Strong Behavior Management Plan, and Ensure Access to Academic Content of the respondents was observed to have a significant effect to the student's knowledge development.

Keywords:

teachers, students, inclusive, education, knowledge, development, practices, performance

INTRODUCTION

Education is the basic right for all the children in the whole world. They have the rights to go to school, study, learn and to be treated properly by the teachers. Every child has the right to be supported by their parents and community to grow, learn, and develop in the early years, and, upon reaching school age, to go to school and be welcomed and included by teachers and peers alike. When all children, regardless of their differences, are educated together, everyone benefits.

In addition, discrimination should be avoided among all the students in the school. Providing inclusive education must be prioritize to give emphasis on learning with diversity.

Inclusive education means different and diverse students learning side by side in the same classroom. They enjoy field trips and after-school activities together. They participate in student government together. And they attend the same sports meets and plays. Inclusive education values diversity and the unique contributions each student brings to the classroom. In a truly inclusive setting, every child feels safe and has a sense of belonging. Students and their parents participate in setting learning goals and take part in decisions that affect them. And school staff have the training, support, flexibility, and resources to nurture, encourage, and respond to the needs of all students.

Supported by other research article, Deswbury and Brame (2019) stated that explores the role of classroom climate before turning to pedagogical choices that can support students' sense of belonging, competence, and interest in the course. The guide suggests that true inclusivity is a community effort and that instructors should leverage local and national networks to maximize student learning and inclusion.

The researcher saw this opportunity to conduct a study exploring the effects of inclusive education practices to student's knowledge development and performance. Inclusive education practices could possibly increase the academic motivation of the students as they will become more comfortable with their learning environment.

REVIEW OF RELATED LITERATURE

One of the indicators used in this research is students' knowledge development

According to Cantor, P. et.al (2018), learning is a function both of teaching—what is taught and how it is taught—and of student perceptions about the material being taught and about themselves as learners. Students' beliefs and attitudes have a powerful effect on their learning and achievement. Motivation can be nurtured by skillful teaching that provides meaningful and challenging work, within and across disciplines, that builds on students' culture, prior knowledge, and experience, and that helps students discover what they can do in their zone of proximal development—that is, what the child can do with a range of robust supports. Students learn best when they are engaged in authentic activities and collaborate with peers to deepen their understanding and transfer of skills to different contexts and new problems. Rich learning experiences can be supported by inquiry-based learning structures, such as projects and performance tasks, with thoughtfully interwoven opportunities for direct instruction and opportunities to practice and apply learning; meaningful tasks that build on students' prior knowledge and are individually and culturally responsive; and well-scaffolded opportunities to receive timely and helpful feedback.

Vosniadou, S. (2015), argued that learning is domain-specific. She also stressed that learning is a gradual, slow and longitudinal process. Learners' prior knowledge plays an important role in their attempt to understand and give rational explanations about every new piece of information or problem that they have to deal with.

Learners' knowledge is enriched or radically reconstructed under the influence of personal, social, cultural and contextual factors, (Vosniadou S., Brewer W.F. (2015).

Vosniadou, S. (2017), argued that when the provided knowledge is consistent and meaningful to students' prior knowledge, then learning is easy to occur.

Zhu X., et.al., (2019), pointed out that learning is more effective when students are provided with opportunities to be actively engaged in the learning process by converting the theory into practice and applying the new knowledge to their daily reality.

Similarly, Rink J. (2017), argued that the integration of physical and cognitive tasks is an effective strategy to facilitate students' cognitive learning.

Academic motivation is seen as one important variable in the conduct of this study.

A classroom setting can have a significant impact on students' motivation and their will to learn. Student motivation and engagement is an integral part of student success in the classroom. Student motivation and engagement can be described as listening, doing class assignments, participating in classroom discussions, and following directions. Students are more likely to do schoolwork and engage in the class if they feel motivated to do so (Santos, 2017).

Student motivation can be viewed in many different ways. To remain motivated is to be engaged in the classroom curriculum and the flow of the class. Classroom engagement can be described as responding to a classroom environment through focused behavior, emotion, and cognition. These three separate factors of engagement can vary in levels and can act independently of themselves. Behavioral engagement is the extent to which students exhibit behaviors that are synonymous with expected behaviors of the classroom- listening, doing assignments, following directions, participating and so on (Fredricks et al., 2018). Cognitive engagement is the extent to which a student applies mental energy to a subject or class, such as thinking about the content critically, trying to understand new materials, and taking on new mental challenges. Emotional engagement can be classified to how a student feels positively about a particular subject or class, such as enjoying the subject and feeling comfortable with the challenges that are presented on a daily basis.

While engagement has three different components, they are all capable of feeding off each other and blending from one into the other. Combined, they create a holistic view and energy a student feels towards a particular class or subject. Student motivation is an integral part of student success in the classroom. Students are more likely to do schoolwork and engage in the class if they feel motivated to do so. Students who find success in school draw their academic drive from intrinsic, extrinsic, or both, types of motivational sources (Santos, 2017). A student's levels of motivation can vary based on several different factors, such as cultural backgrounds or his or her interest in a particular subject. Finding ways to spark this interest and motivation in students is the main drive for educators.

Various teaching methods can be used for educators to promote connective instruction in hopes to improve student motivation and engagement. When teaching focuses on connections - producing meaningful work students find relevant, getting to know and affirm students- then meaningful instruction that can allow students to participate with confidence and be okay with making mistakes (Marston, D. 2016).

The engaging element of connective instruction honors who students are - acknowledging who they are as a person, what their interests are, their points of views, personalities, and experiences (Cooper, 2018).

It is important to understand that with greater motivation and engagement, there is a deeper cognitive understanding of the content. Based on the level of engagement and processing, there can be different learning outcomes for the student (Weinstein & Mayer, 2016).

Teaching strategies that promote meaningful engagement from students promote more effort and deeper understanding of the material. Meaningful engagement has led to greater performances and outcomes for students (Greene, et.al. 2015).

It is important to promote deep student engagement to help students perform at a high level. Academic performance is also critical to a student's motivation level. Feelings of incompetence in a class or subject can have a negative effect on student motivation and engagement (Fourtier et al., 2015).

It is also important to create challenging assignments where students can also feel some levels of success to maintain motivation through a class. Students who lack success and feel incompetence in a particular subject can lead to lack of motivation in other subjects and create even more failures (Santos, 2017). Motivation is an instrumental component of student success. Creating intrinsic motivation is the type that educators should be striving to instill in their students.

Another imperative variable used in this research is self-regulation.

The preschool years also represent a developmental stage in which children's self-regulation skills develop. Self-regulation refers to the ability to control one's emotional, behavioral, and cognitive responses to environmental demands (Smith-Donald, et al. 2017).

Children with lower ability to regulate their own emotions, behavior, and cognitive functioning often engage in lower-level participation in class (Valiente, et al. 2018). They may have fewer opportunities to interact with peers and suffer from poor quality of peer and teacher interactions.

Self-regulation is the ability to monitor attention, thoughts, and emotions. Students who can regulate their emotions and behavior can better engage with other students and respond to the varying activities of the day (Andrews 2018).

Simply defined, cognitive engagement is the ability to control one's body and self, manage one's emotions, and maintain focus and attention. Within the context of education, self-regulation can be thought of as the fourth "R"; it's an ability that students need not only to set and achieve academic goals in reading, writing, and arithmetic but also to interact appropriately with others in the classroom. The foundational nature of self-regulation explains why it is so often linked with the general concept of school readiness, (Holcomb, W. 2018).

A critical component of social and emotional learning is self-regulation through which learners transform their mental abilities into task-related skills. This is the method or procedure that learners use to manage and organize their thoughts and convert them into skills used for learning, (Zimmerman, 2018).

Self-regulation by Peterson (2019) perceived that children begin to internalize rules for behavior and conduct and to apply these rules to other people. Although it's typical for teachers and parents to discourage tattling, when young children tell on one another or point out that others are "doing things wrong," it's a positive sign that they're starting to notice both rules and rule violations.

Mandinach (2019) defined Self-Regulation as the ability to control one's body and self, to manage one's emotions, and to maintain focus and attention. Children are regulated by another person, typically a parent or a teacher. This outside regulator provides the rules for behavior and monitors the children while they learn how to apply these rules to themselves.

METHODOLOGY

The researcher will use the quantitative/ descriptive survey method of research. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Wadsworh, 2017). The method involved range from the survey which described the status quo, the correlation study which investigated the relationship between variables, to developmental studies which seek changes over time (Key, 2017).

The researcher will use this method to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. It is used to quantify defined variables and to generalize results from a larger sample population. The researcher will proceed with the descriptive survey research through the use and distribution of questionnaires to the respondents in Makiling Integrated School.

A questionnaire will be a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from the respondents.

RESULT AND DISCUSSION

Table 1. Level of inclusive education practices in terms of Peer supported learning

STATEMENTS	MEAN	SD	REMARKS
Promotes peer teaching and peer learning facilitators.	3.65	0.52	Strongly Agree

Create a safe environment to learn from each other.	3.49	0.59	Strongly Agree
Identify common reasons to learn from each other.	3.66	0.52	Strongly Agree
Allow students to take turn in teaching.	3.43	0.60	Strongly Agree
Fill knowledge gaps by providing activities and performances that support peer learning.	3.70	0.48	Strongly Agree
Weighted Mean **SD** ***Verbal Interpretation***	3.57 0.46 Very High		

From the statement above, *"Fill knowledge gaps by providing activities and performances that support peer learning"* yielded the highest mean score *(M=3.70, SD=0.48)* and was remarked as Strongly Agree. This is followed by *"Identify common reasons to learn from each other"* with a mean score *(M= 3.66, SD=0.52)* and was also remarked as Strongly Agree. On the other hand, the statement *"Create a safe environment to learn from each other"* received the lowest mean score of responses with *(M=3.49, SD=0.59)* yet also remarked Strongly Agree.

Table 2. **Level of inclusive education practices in terms of Support important life**

STATEMENTS	MEAN	SD	REMARKS
Allow the students to find new ways of thinking and problem solving.	3.56	0.52	Strongly Agree
Let the student recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others.	3.52	0.57	Strongly Agree
Provide activities that promotes tolerance and resilience.	3.52	0.59	Strongly Agree
Help students learn through their strength.	3.51	0.54	Strongly Agree
Use learning beyond the classroom.	3.50	0.56	Strongly Agree
Weighted Mean **SD** ***Verbal Interpretation***	3.52 0.48 Very High		

Table 2 illustrates the level of inclusive education practices in terms of Support important life

From the statement above, *"Allow the students to find new ways of thinking and problem solving"* yielded the highest mean score *(M=3.56, SD=0.52)* and was remarked as Strongly Agree. This is followed by *"Let the student recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others"* with a mean score *(M= 3.52, SD=0.57)* and was also remarked as Strongly Agree. On the other hand, the statement *"Use learning beyond the classroom"* received the lowest mean score of responses with *(M=3.50, SD=0.56)* yet also remarked Strongly Agree.

The level of inclusive education practices in terms of Support important life in terms of equitable reward attained a weighted mean score of 3.52 and a standard deviation of 0.48 and was To a Very Great Extent among the respondents.

Table 3. **Level of inclusive education practices in terms of Implement universal Design for learning**

STATEMENTS	MEAN	SD	REMARKS
Use different approaches in teaching.	3.61	0.49	Strongly Agree
Share content in variety of ways.	3.64	0.48	Strongly Agree

Offer choices for how students demonstrate their knowledge.	3.59	0.58	Strongly Agree
Determine appropriate assessments that can suit the level of ability of the students.	3.57	0.52	Strongly Agree
Refine educator learning through self-reflection.	3.62	0.51	Strongly Agree
Weighted Mean **SD** ***Verbal Interpretation***	3.61 0.42 Very High		

Table 3 illustrates the level of inclusive education practices in terms of Implement universal Design for learning

From the statement above, *"Share content in variety of ways"* yielded the highest mean score *(M=3.64, SD=0.49)* and was remarked as Strongly Agree. This is followed by *"Refine educator learning through self-reflection"* with a mean score *(M= 3.62, SD=0.51)* and was also remarked as Strongly Agree. On the other hand, the statement *"Determine appropriate assessments that can suit the level of ability of the students"* received the lowest mean score of responses with *(M=3.57, SD=0.52)* yet also remarked Strongly Agree.

The level job inclusive education practices in terms of Implement universal Design for learning attained a weighted mean score of 3.61 and a standard deviation of 0.42 and was To a Very Great Extent among the respondents.

Table 4. **Level of inclusive education practices in terms of Strong behavior Management plan**

STATEMENTS	**MEAN**	**SD**	**REMARKS**
Involve the whole class in every activity.	3.68	0.47	Strongly Agree
Offer positive and negative consequences for every action that the student does.	3.72	0.45	Strongly Agree
Promote parent awareness and involvement.	3.69	0.47	Strongly Agree
Differentiate discipline from behavior management plans.	3.61	0.51	Strongly Agree
Analyze the source of misbehavior and make connections between them.	3.59	0.49	Strongly Agree
Weighted Mean **SD** ***Verbal Interpretation***	3.66 0.41 Very High		

From the statement above, *"Offer positive and negative consequences for every action that the student does"* yielded the highest mean score *(M=3.72, SD=0.45)* and was remarked as Strongly Agree. This is followed by *"Promote parent awareness and involvement"* with a mean score *(M= 3.69, SD=0.47)* and was also remarked as Strongly Agree. On the other hand, the statement *"Provide positive criticism to fellow workers"* received the lowest mean score of responses with *(M=3.61, SD=0.51)* yet also remarked Strongly Agree.

The level of inclusive education practices in terms of Strong behavior Management plan attained a weighted mean score of 3.66 and a standard deviation of 0.41 and was To a Very Great Extent among the respondents.

Table 5. Level of inclusive education practices in terms of Ensure access to academic content

STATEMENTS	**MEAN**	**SD**	**REMARKS**

Give access to all students with regards of all the learning materials for their education.	3.56	0.55	Strongly Agree
Allow the students to access instructional materials in different ways.	3.58	0.53	Strongly Agree
Assess student's growth in every learning experience.	3.66	0.48	Strongly Agree
Keep learner's track their academic progress and access.	3.72	0.47	Strongly Agree
Give various opportunities and promote activities that can enhance multiple intelligences.	3.58	0.51	Strongly Agree
Weighted Mean **SD** ***Verbal Interpretation***	3.62 0.45 Very High		

Table 5 illustrates the level of inclusive education practices in terms of Ensure access to academic content

From the statement above, *"Keep learner's track their academic progress and access"* yielded the highest mean score *(M=3.72, SD=0.48)* and was remarked as Strongly Agree. This is followed by *"Assess student's growth in every learning experience"* with a mean score *(M= 3.66, SD=0.47)* and was also remarked as Strongly Agree. On the other hand, the statement *"Give access to all students with regards of all the learning materials for their education"* received the lowest mean score of responses with *(M=3.56, SD=0.55)* yet also remarked Strongly Agree.

The level of inclusive education practices in terms of Ensure access to academic content attained a weighted mean score of 3.62 and a standard deviation of 0.45 and was To a Very Great Extent among the respondents.

Table 6. Level of student's knowledge development in terms of Academic Motivation as to Self-regulation

STATEMENTS	**MEAN**	**SD**	**REMARKS**
Aware with own feelings and emotions.	3.73	0.45	Strongly Agree
Know how to positively manage consequences and failures.	3.65	0.48	Strongly Agree
Reduce disruptive problem that may affect learning stability.	3.69	0.47	Strongly Agree
Manage time effectively and regulation own school works, performance task and activities.	3.63	0.48	Strongly Agree
Find time to enhance own learning skills and abilities.	3.62	0.49	Strongly Agree
Weighted Mean **SD** ***Verbal Interpretation***	3.66 0.42 Very High		

Table 6 illustrates the level of student's knowledge development in terms of Academic Motivation as to Self-regulation

From the statement above, *"Aware with own feelings and emotions"* yielded the highest mean score *(M=3.73, SD=0.45)* and was remarked Strongly Agree. This is followed by *"Reduce disruptive problem that may affect learning stability"* with a mean score *(M= 3.69, SD=0.47)* and was also remarked as Strongly Agree. On the other hand, the statement *"Find time to enhance own learning skills and abilities"* received the lowest mean score of responses with *(M=3.62, SD=0.49)* yet also remarked Strongly Agree.

The level of student's knowledge development in terms of Academic Motivation as to Self-regulation attained a weighted mean score of 3.66 and a standard deviation of 0.42 and was To a Very Great Extent among the respondents.

Table 7. Level of student's knowledge development in terms of Academic Motivation as to Learning Behavior

STATEMENTS	MEAN	SD	REMARKS
Create effective learning habits by utilizing own knowledge and self-discovery.	3.41	0.55	Strongly Agree
Allow positive reinforcement and enhance academic motivation.	3.43	0.59	Strongly Agree
Recognize own learning styles and practices that help develop motivations and interest on studying.	3.46	0.54	Strongly Agree
Knows how to focus on study and develop various ways of learning habits.	3.55	0.56	Strongly Agree
Keep track on own's progress especially own weaknesses and strengths.	3.53	0.54	Strongly Agree
Weighted Mean **SD** ***Verbal Interpretation***	3.48 0.49 Very High		

The level of student's knowledge development in terms of Academic Motivation as to Learning Behavior attained a weighted mean score of 3.48 and a standard deviation of 0.49 and was To a Very Great Extent among the respondents.

Table 8. Level of student's knowledge development in terms of Academic Motivation as to Peer Collaboration

STATEMENTS	MEAN	SD	REMARKS
Build trust and promote open communication.	3.67	0.49	Strongly Agree
Establish flexible group and respect other's thoughts and opinions.	3.59	0.53	Strongly Agree
Develop interpersonal skills and good relationship with classmates by continuously doing peer collaboration.	3.59	0.55	Strongly Agree
Get ideas and learn from perspectives of other peer and classmates.	3.56	0.55	Strongly Agree

Maximize educational experience by allowing own self to gain knowledge from observation, collaboration and attentive listening.	3.60	0.57	Strongly Agree
Weighted Mean **SD** ***Verbal Interpretation***	3.60 0.49 Very High		

Table 8 illustrates the level of student's knowledge development in terms of Academic Motivation as to Peer Collaboration

From the statement above, *"Build trust and promote open communication"* yielded the highest mean score *(M=3.67, SD=0.49)* and was remarked as Strongly Agree. This is followed by *"Maximize educational experience by allowing own self to gain knowledge from observation, collaboration and attentive listening"* with a mean score *(M= 3.60, SD=0.57)* and was also remarked as Strongly Agree. On the other hand, the statement *"Get ideas and learn from perspectives of other peer and classmates"* received the lowest mean score of responses with *(M=3.56, SD=0.55)* yet also remarked Strongly Agree. The level of student's knowledge development in terms of Academic Motivation as to Peer Collaboration attained a weighted mean score of 3.60 and a standard deviation of 0.49 and was To a Very Great Extent among the respondents.

Table 9. Level of student's knowledge development in terms Student's Performance as to Grades

Score	F	%	Verbal Interpretation
90 – 100	100	10.00	Advanced
85 – 89	968	88.00	Proficient
80 – 84	22	2.00	Approaching Proficient
75 – 79	0	0.00	Developing
Below 75	0	0.00	Beginning
Total	***1100***	***100***	
Mean	*87.68*		Proficient
SD	*0.33*		

Out of 1,100 respondents, almost of the respondents' performance range "*85 to 89"* as received the highest frequency of ninety-one (91) or 88% of the total sample population. Score shows the mean *(M=3.73, SD=0.33)* as remarked as *Proficient* improved based on the score Teaching strategies that promote meaningful engagement from students promote more effort and deeper understanding of the material. Meaningful engagement has led to greater performances and outcomes for students

Table 10. Significant effect of inclusive education practices to the student's knowledge development

Inclusive Education	***Professional Development***	**Beta Coefficient**	**t-stat**	**p-value**	**Analysis**
	Academic Motivation				
Peer supported learning	*Self-regulation*	0.1511	2.715	0.0086	Significant
Support important life		0.0961	2.1039	0.0272	Significant
Implement universal Design for learning		0.1313	2.1369	0.0258	Significant
Strong behavior Management plan		0.2125	3.1985	0.0030	Significant
Ensure access to academic content		0.2777	3.6519	0.0009	Significant
Peer supported learning	*Learning Behavior*	0.1794	2.735	0.0086	Significant
Support important life		0.3577	4.5029	0.0001	Significant
Implement universal Design for learning		0.0908	1.6698	0.0505	*Not Significant*
Strong behavior Management plan		0.1649	2.4534	0.0149	Significant
Ensure access to academic content		0.2022	2.6457	0.0103	Significant
Peer supported learning	*Peer Collaboration*	0.1721	2.7229	0.0088	Significant
Support important life		0.4731	5.7969	0.0000	Significant
Implement universal Design for learning		0.1077	1.8229	0.0413	Significant
Strong behavior Management plan		-0.168	2.538	0.0127	Significant
Ensure access to academic content		0.3614	4.045	0.0003	Significant
Peer supported learning	*Student's Performance as to Grades*	0.405	1.4576	0.0648	*Not Significant*
Support important life		1.6583	2.8975	0.0061	Significant

Implement universal Design for learning	-1.945	2.677	0.0097	Significant
Strong behavior Management plan	0.8794	1.9058	0.0367	Significant
Ensure access to academic content	-1.231	2.171	0.0245	Significant

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Table 10 presents the significant effect of inclusive education practices to the student's knowledge development

The *Peer supported learning, Support important life, Implement universal Design for learning, Strong behavior Management plan and Ensure access to academic content* of the respondents was observed to have a significant effect to the student's knowledge development. This is based on the computed t values obtained from the tests which were greater than the critical t value. Furthermore, majority of the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

Conclusion

On the basis of the foregoing findings, the following conclusion was drawn.

The study shows that the effect of inclusive education practices on the student's knowledge development has significant. Thus, the researcher, therefore, concludes that the research hypothesis stating that "Inclusive education practices has no significant effect to the student's knowledge development" is rejected. Thus, the alternative should be accepted which incites that there is significant effect between them.

Recommendations

Based on the drawn conclusions resulted to the following recommendations:

1. It recommends to the teachers and school administration provide more seminars and conferences so they will learn the various techniques and teaching strategies that could possibly guide them in promoting learning with diversity and delivering quality education for all the students.
2. It suggests the students in the school would also learn the importance of learning with diversity and enhance their interpersonal skills towards other people around them.
3. It recommends to school administrators that they can make other activities, programs, and events that can support quality services and education they will also be able to fully understand the importance of inclusive education
4. Lastly, it is recommended for educators' findings of the study could help future researchers that have the same idea and goals to serve it as their reference.

ACKNOWLEDGEMENTS

The researcher would like to express their deepest gratitude to all the people who helped to finish the study:

HON. MARIO R. BRIONES, LSPU President, for his supervision and guidance to the faculty and students;

ENG. MANUEL LUIS R. ALVAREZ, LSPU Campus Director, for his dedicated leadership;

DR. ROSARIO G. CATAPANG, Associate Dean, College of Teacher Education, for her encouragement and support that motivated the researcher to finish this research;

DR. AUGUST V. TUIZA, the researcher's adviser, for the valuable suggestions, guidance and patience in checking this paper and to enlighten the importance of the research;

DR. MARIE ANN S. GONZALES and **DR. RAY SAMUEL G. GRECALDA,** members of the panel proposal and final defense committee for their constructive criticisms for helping to improve the researcher manuscript;

DR. BENJAMIN ARJONA, the researcher's statistician, for accommodating the researcher despite his busy schedule;

MR. RONALDO M. CANTA, the principal of Makiling Integrated School, for allowing the researcher to conduct the survey among the junior high school students;

DR. GERLIE M. ILAGAN, Schools Division Superintendent of Calamba City and **DR. ROSEMARIE V. MAGNAYE,** Public Schools District Supervisor of Calamba City allowing the researcher to conduct her study to the junior high school students of Makiling Integrated School;

The Respondents, the junior high school students of Makiling Integrated School, for their cooperation, trust and honest answers to their questions;

To the researcher cousin **GLAIZA C. TALEON** for the unwavering support and for serving as a major source of encouragement and inspiration.

To the researcher **CLASSMATES AND FRIENDS,** for helping, understanding and making the researcher happy during stressful days;

To the researcher **BELOVED PARENTS AND FAMILIES**, for giving emotional, spiritual, and most especially financial support. They are the researcher inspiration in conducting this study; and

Most importantly, the researcher thanks **ALMIGHTY GOD,** for giving strength, wisdom and abundant blessings.

REFERENCES

Abidin, R. E., Jr. (2019). Just-in-time teaching (JITT): Using the web to enhance classroom learning. Computers in Education Journal, 14(2), 51-60.

Esmasin, D. (2019). The effect of guided design on the critical thinking ability of college level administrative science students (Doctoral dissertation, Southern Illinois University, 2019). Dissertation Abstracts International, 42, 4275.

Fortier, Michelle S, Robert J Vallerand, and Frédéric Guay. (2015). "Academic Motivation and School Performance: Toward a Structural Model." Contemporary Educational Psychology 20.3 257-74. Web.

Gunter, P. L., Denny, R. K., Jack, S. L., Shores, R. E., & Nelson, C. M. (2015). Aversive stimuli in academic interactions between students with serious emotional disturbance and their teachers. Behavioral Disorders, 18, 265–274.

Haan, F. S. (2019). Effects of guided design with and without teacher support on the accuracy in formulating nursing care plans and clinical problem solving by student nurses (Doctoral dissertation, University of Georgia, 1989). Dissertation Abstracts International, 50, 2336.

Kupman, K. (2017), Development of student knowledge in competence-based pre-vocational secondary.

Lancaster, J., & Auhl, G. (2016). Encouraging Pattern Language development in a PreService Inclusive Education Course: A Comparative Study. The International Journal of Disability, Development and Education., 60(4), 363-381

Landrum, K. (2017). Small-sample comparisons of exact levels for chi-squared

Mene, C. (2018). Using just-in-time education to enhance the outcomes of care. In V. K. Saba (Ed.), Nursing informatics 2000: One step beyond: The evolution of technology and nursing (pp. 88- 95). Auckland, New Zealand: Adis International.

Zimmerman, I. (2018). The ACTFL Oral Proficiency Interview: Tester training manual. New York: American Council on the Teaching of Foreign Languages.

Zundans-Fraser, L., & Auhl, G. (2016). A theory-driven approach to course design in inclusive education. Australian Journal of Teacher Education, 41(3), 140-157. https://doi.org/10.14221/ajte.2016v41n3.9