

Teachers' Attitude Towards Inclusive Education

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Abstract

This quantitative study employed specifically descriptive research design to address the issues pertaining to the teachers' perception on training, administrative support, peer support, collaboration, and student variables as they relate to inclusion using the adopted questionnaire, Teacher Attitude Towards Inclusive Education Questionnaire of Kern (2020) for teachers. There were 20 teachers as respondents currently teaching in Sped Center in North and South Cotabato. The findings of this study conclude that teacher's attitude towards inclusive education is resulted that teachers are agree, the gender, the pre-service teachers display a welcoming and positive attitude towards IEP. Moreover, their awareness and knowledge towards inclusion shed new opportunity that IEP is being prioritized and advocated by the school colleagues and administrators thus it can be inferred that it is successfully implemented in the inclusive environment. The researcher recommendation can help teachers' strategies on teaching inclusive education in which they should plan, engage, and formulate a good collaboration to create peer support, take trainings opportunity and organizing workshops for them to enhance their skill and knowledge with a student with a special need.

Keywords: *Inclusive Education; Attitude; IEP (Individual Education Plan)*

1. Introduction

Every child has the right to quality education regardless of their conditions or situations with the consensus, international initiatives from United Nations, UNESCO, and the World Bank have grown to equally educate all children regardless of their disability or learning difficulty (Kamau 2020). They must have free access to education that will help them become well-equipped in the future because quality education will ensure acquisition of skills and knowledge necessary for them to be productive and help them improve their quality of life. The existing thinking advocates to educated children with special needs in the mainstream rather than separating them in special school. It is now the current trend in the education system to include them in the mainstream to receive equal quality education as to regular children received (Bendova and Fialova 2021). The Individuals with Disabilities Education Act (IDEA, 1990) allowed millions of special

education students across the country to access into regular classrooms. IDEA directed that, children with disabilities are to be educated alongside their typically developing peers whether in nonacademic and extracurricular services and activities (Kern 2020). In America, the Education for All Handicapped Children Act (EHA) has established the right for all children regardless of disability to public education, while the Individuals with disabilities Act (IDEA), demands all schools to provide special education for children with qualifying disabilities (Maingi-Lore 2020). The education provided to these children will help them in preparing to work and live independently. Considering the different factors, inclusion of learners with special needs in the mainstream will have great impact in their learning development, whether positive or other issues, as they will engage with children without disabilities. Cornelius, DJK. et al, (2021) cited in their study that in developing countries various factors affects the academic performance of children with special needs. This includes lack of infrastructural facilities, untrained manpower, inadequate resources, and requires the coordination of various services to meet the individual's special education needs (Cornelius DJK 2021). He cited also that there should be a careful planning of programs to strike a balance in meeting the needs of both children with and without disabilities to ensure quality education. This has connection with the identified findings of UNESCO's analysis, that the key themes important for policy implementation in Inclusion education are facilities, teacher's competency, and parents' attitude (Choi, 2020).

Meanwhile in the Philippines, former President Rodrigo Duterte has signed Republic Act (RA) 11650 mandating all schools nationwide to ensure inclusive education for learners with disabilities. Furthermore, it provides that no learner shall be denied admission based on their disability. In connection to this, several trainings and workshop were already sponsored by different institution for SPED teachers (Rabara 2019). These trainings and workshops capacitated SPED teachers on the management of learning for LSEN; tackled the universal design for learning and on how to deal with difficulties of the child special learners.

Teachers all over Philippines were sent to trainings and workshop to gain skills and knowledge of different strategies and techniques to be employed to their pupils with exceptional needs. This study aims to find out more factors that might affect the learning development of a child with special needs as they will be part of mainstreaming. It is hope in this study to help teachers and administrators of the locale of the study to address problems involving children with special needs.

1.1. Review of Related Literature

Most of the studies cited that there are higher chances of children with special needs to achieve more in an inclusive school. As cited in the study of Loreman, et. al (2020), Fitch (2018), found out that children with disabilities who transferred from segregated school to an inclusive school, which is defined as with culture of acceptance, are likely to feel confident being a real part of the mainstream school. They felt also that they learned more, gain more friends, self-worth, and self-confidence in an inclusive school.

In the study of Cara (2019) it was cited that children with special needs in an inclusive school are more likely to success than those in a special class. A study was conducted comparing 8th grade students in US, one group in an inclusive school while the other is in the special school and found out that inclusive education group achieve significantly in academics than with another group. The structures of this relatively positive outcome included a 'teaming model' wherein teachers planned work together and classes

rotated during the day.

1.2. Theoretical Framework

This study is anchored in the theory of Abraham Maslow (1970), the Hierarchy of Needs.

According to Maslow (1970), the very first and most basic need of a person is his/her physiological needs. This includes food, water, and shelter. These needs should be met to survive and be motivated in learning. With this, children with special needs should be provided with these needs for them to be well motivated in going to school. They should not go to with an empty stomach, or just live anywhere. If this need cannot be met this will have an effect to his/her learning development, both academically and socially.

Children with SN should be provided also with safe and secured learning environment. As Maslow (1970) explained in his second theory, a person can only meet these needs if he/she cannot feel any threats or harm in his/her work. This is the same with the learning environment of these learners. They should not feel harm or threats either mentally, physically, or emotionally. They should not experience stress, anxiety, or fear. If these needs are not met, learners with disabilities can no longer be motivated to go to school and acquire skills and knowledge, thus, they will quit school and their development will be affected also.

One factor also that will help a child with special needs is the attention given to by his/her teacher and peers. Inclusive education will place these children in regular classroom setting. However, these children might not be ready to socially interact with his/her peers. This is an important role of a teacher handling these learners. In the third theory of Maslow (1970) he explained that to meet love and belongingness one should create satisfactory relationship with family members, peers, friends, classmates, teachers, and another individual whom they interact with. For them (children with SN), this can be met if the teacher will be able to create strategies or techniques that will allow these children to mingle among their classmates. In this way, they do not help them grow academically but also socially. Their peers or classmates will slowly accept them and their disabilities, thus, they will feel that they are loved and belong in their classrooms and be motivated to learn. As educators also, it is important to provide them appropriate learning materials and strategies so that they can learn better. With this, the teacher will be able to meet the need of a child to know and understand their lessons and activities prepared for them. Allow them also to express their feelings or learning in an aesthetic way. In a way that they learn best.

When these children will be able to meet their need of love and belongingness, they will start to develop self – worth and self- esteem. In the theory of Maslow (1970), an individual can learn and develop their self-worth and self-esteem after they feel the loved and belongingness in their environment. Once they meet these needs, a child will show confidence in herself/himself to participate in every classroom activity. There will be positive effect towards his/her performance in school and will result to better learning development.

The theory of Maslow has contributed to this study in a way that it helped the researcher realized the role of teachers in helping children with special needs in their learning development.

1.3. Statement of the Problem

This study envisioned to determine the teachers' attitude towards inclusive education. Specifically, the researchers sought to answer the following questions:

- 1) What is the socio-demographic profile of the respondents?
- 2) What is the teachers' attitude towards inclusive education in terms of
 - a. student variables,
 - b. peer support,
 - c. administrative support,
 - d. collaboration, and
 - e. training?
- 3) Is there a significant difference in the teachers' attitude towards inclusive education when grouped according to
 - a. Gender,
 - b. Age,
 - c. Educational level,
 - d. Years in teaching LSEs, and
 - e. number of trainings they received in teaching LSEs?

2. Methodology

2.1. Research Design and Procedures

A descriptive research design will be utilized for this study to describe the teacher's attitude towards inclusive education. In the study of Kern (2020), it was cited that Gall, Borg and Gall (1996) reported that "descriptive research is a type of quantitative research that involves making careful descriptions of educational phenomena". Data from the respondents will be gathered in one point in time. Quantitative data will be gathered via a survey assessing the teacher attitude, which is the dependent variable for the purposes of this study.

2.2. Respondents and Research Instruments

The respondents of this study were the 20 teachers currently teaching in Sped Centers in North and South Cotabato. The selected respondents are teachers who are handling learners with special educational needs in an inclusive setting.

The researcher adopted the Teacher Attitude Towards Inclusive Education Questionnaire of Kern (2020) for teachers. The researcher-made questionnaire of Kern's face validity was reviewed by ten expert reviewers, consisting of certified school psychologists from Pennsylvania and New Jersey.

This questionnaire addressed the issues pertaining to the teachers' perception on training, administrative support, peer support, collaboration, and student variables as they relate to inclusion.

The Teacher Attitude Towards Inclusive Education Questionnaire consists of Parts A and B. In part A the demographic information of teachers will be gathered as follows: a. gender; b. age range; c. educational level; d. number of years teaching in total; e. number of training received in teaching children

with special needs. Part B of the survey consists of 42 questions associated to teachers' attitude towards inclusive education.

In gathering the data needed in the study, the researcher will follow the steps enumerated below. Seeking permission to conduct the study. The researcher used a google form consisted of a letter to the 20 respondents from selected schools of North and South Cotabato. The respondents answered the questionnaire using google form distributed to them.

2.3. Data Analysis and Interpretation

The study consists of quantitative analysis using descriptive and inferential statistics. Part 1 was analyzed using frequency and percentage since it aims to determine the demographic profile of the respondents. While part 2, was analyzed using One-way Analysis of Variance (ANOVA) computation. The Total Attitudes utilized for the statistical computations.

The following statistic tools were used in the study.

Mean. This was used to determine the level of application of teaching approaches by the teachers.

T test. This was used to determine the significance of the difference on the teachers attitudes towards inclusive education in terms of student variables, peer support, administrative support, collaboration, trainings, when they grouped according to their gender and educational level; and according to their age and number of years in teaching LSEs.

3. Results and Discussion

The topic are discussed and presented as follows: The socio- economic profile of the respondents; Teachers' attitude towards inclusive education in terms of student variables; Teachers' attitude towards inclusive education in terms of peer support; Teachers' attitude towards inclusive education in terms of administrative support; Teachers' attitude towards inclusive education in terms of collaboration; Teachers' attitude towards inclusive education in terms of training; Descriptive analysis and *t*-test on teachers' attitude towards inclusive education when they are grouped according to their gender and educational level; and One-way Analysis of Variance (ANOVA) computation on teachers' attitude towards inclusive education when they are grouped according to their age, number of years of teaching LSEs, and amount of trainings they received in teaching LSEs.

3.1. Socio – Economic Profile

Table 1 shows the socio-economic profile of the respondents. The table further shows that the respondents are both male and female, male has a frequency of 1 while female has frequency of 19. The Age range of the respondents are not focusing on a same year old but also having different gap in which there are 25 to 35 years old with a frequency of 8, 36 to 45 years old with a frequency of 7, also 46 to 55 years old with a frequency of 3 and 56 years old and above with a frequency of 2. For the educational background level there two types which are the bachelors with a frequency of 8 and masteral with a frequency of 12.

The table also shows the number of years teaching LSEs with a range year of 0 to 5 years with a frequency of 8, 6 to 10 years old with a frequency of 3, also 11 to 15 years has a frequency of 3, 16 to 20 years with a frequency of 4 and 21 years and above with a frequency of 2. And lastly, the amount of training received in teaching LSEs start with 0 to 3 with a frequency of 10, 4 to 7 with a frequency of 8 and wit the amount of 8 to 10 having a frequency of 2.

Table 1. The socio- economic profile of the respondents.

Socio- economic Profile		Frequency (n=20)	Percentage %
Gender	Male	1	5
	Female	19	95
Age	25 – 35 years old	8	40
	36 – 45 years old	7	35
	46 – 55 years old	3	15
	56 years old and above	2	10
Educational Level	Bachelors	8	40
	Masteral	12	60
Number of years Teaching LSEns	0 – 5 years	8	40
	6 – 10 years	3	15
	11 – 15 years	3	15
	16 – 20 years	4	20
	21 years and above	2	10
Amount of training received in teaching LSEns	0 – 3	10	50
	4 – 7	8	40
	8 – 10	2	10

3.2. Student Variables

Table 2 shows the teachers' attitude towards inclusive education in terms of student variables.

Table 2. Mean and description of the teachers' attitude towards inclusive education in terms of student variables.

	Items	Mean	Description
1.	Students who are 2 or more years below grade level should be in special education classes	3.15	Agree
2.	Students who are diagnosed as autistic need to be in special education classes.	3.20	Agree
3.	All efforts should be made to educate students who have an IEP in the regular education.	3.30	Strongly Agree
4.	Students who are diagnose as intellectual disabled should be in special education classroom.	3.30	Strongly Agree
5.	Students who are verbally aggressive towards others can be maintained in regular education classrooms.	3.00	Agree
6.	Students who are physically aggressive towards others can be maintained in regular education classrooms.	2.75	Agree
7.	All students who have an IEP for any reason need to receive their education in a special education classroom	2.95	Agree
8.	Students who display speech and language difficulties should be in special education classes.	3.00	Agree
9.	Students who are 1 year below grade level should be in special education classes.	2.85	Agree
10.	Students who are identified as depressed but do not display overt disruptive behavior should be in regular education classes.	3.00	Agree
Grand Mean		3.05	Agree
Legend: 1.00 – 1.75 Strongly Disagree		2.51 – 3.25 Agree	

1.76 – 2.50 Disagree

3.26 – 4.00 Strongly Agree

The table further shows that the teachers' attitude towards inclusive education in terms of student variables. The results shows that the grand mean is 3.05 with the description of agree. Likewise, students who are 2 or more years below grade level should be in special education with a weighted mean of 3.15 or agree. Students who are also diagnosed as autistic that need to be in special education classes has a weighted mean of 3.20 or agree. Also, it shows that respondents strongly agree that all efforts should be made to educate students who have an IEP in the regular education, and students who are also diagnose as intellectual disabled should be in special education classroom, has the weighted mean of 3.30. Moreover, the students who are verbally aggressive towards others that can be maintained in regular education classroom with a weighted mean of 3.00 or agree.

The respondents also agree that students who are physically aggressive towards others can be maintained in regular education classrooms with a weighted mean of 2.75, and all students who have an IEP for any reason need to receive their education in a special education classroom has a weighted mean of 2.95 or agree. Furthermore, the students who display speech and language difficulties should be in special education classes with a weighted mean of 3.00 or agree. Students who are also 1 year below grade level that should be in special education classes has a weighted mean of 2.85. The students who are identified as depressed but do not display overt disruptive behavior should be in regular education classes with the weighted mean of 3.00 or agree.

The attitude of teachers towards inclusive education in terms of student variables shows that respondents are agree that teachers are showing good attitude to those special students where teachers can give them quality and good education despite of the student's special needs. According to Ahmmed et. al, (2020) stated that inclusive education was a worldwide reform strategy which intended to include students with different abilities prevailing regular schools.

This paper has evidence from previous research that shows the success in implementing effective inclusive teaching strategy in the school is dependent on teachers' positive attitudes towards inclusive education. This study was conducted in the context of primary education in Bangladesh aiming to examine variables influencing teachers' attitudes towards inclusion of students with disabilities in regular classrooms. Teacher's attitude is one of the important things in the educational system of students, especially those students with a special need.

3.3. Peer Support

Table 3 shows the teachers' attitude towards inclusive education in terms of peer support with the overall mean of 3.34 or strongly agree.

Table 3. Mean and description of the teachers' attitude towards inclusive education in terms of peer support.

Items	Mean	Description
11. My colleagues are willing to help me with issues which may arise when I have students with an IEP in my classroom.	3.35	Strongly Agree
12. I can approach my colleagues for	3.35	Strongly Agree

assistance when needed if I have students with special needs in my classroom.		
13. My colleagues are approachable when I ask for their advice when I teach students with special needs.	3.45	Strongly Agree
14. I feel comfortable in approaching my colleagues for help when I teach students with special needs.	3.50	Strongly Agree
15. My colleagues will try to place all of their special needs students in my classroom if I start including students with an IEP in my regular classroom.	3.05	Agree
Grand Mean	3.34	Strongly Agree

Legend: 1.00 – 1.75 Strongly Disagree	2.51 – 3.25 Agree
1.76 – 2.50 Disagree	3.26 – 4.00 Strongly Agree

The table further shows that the colleagues that are willing to help with the issues which may arise when a teachers have a student with an IEP in classroom indicate a weighted mean of 3.35 or strongly agree. Teachers that can approach their colleagues for assistance when they needed if they have students with special needs in the classroom, indicates a weighted mean of 3.35 or strongly agree. A weighted mean of 3.45 or agree shows that the colleagues are approachable when teachers ask for their advice when they teach students with special needs. Furthermore, a weighted mean of 3.50 or strongly agree shows that teachers are comfortable in approaching their colleagues for help when they teach students with special needs. The teachers' colleagues that try to place all their special needs students in their classroom if they start including students with an IEP in the regular classroom shows a weighted mean of 3.05 or agree.

The teachers' attitude towards inclusive education in terms of peer support shows that teachers are all agree that their peers or colleagues are very supportive in terms of giving the needs and involvement of the students with special needs. The colleagues show kindness and helping hands to fulfil the needs of those students especially the peer teacher's effort and responsibilities. Policies of inclusion in schools now exceed to national boundaries; but much less is known about how teachers interact best with each other to establish a successful and effective inclusion environment for students (Boyle et. al,) 2021. Throughout this article, 43 teachers from three secondary in one local authority in Scotland were questioned about a variety of inclusion-related themes. The value of peer support within staff groups emerged as one of the key themes. It was established that even when the management team and heads of department within the same school were not seen as being particularly supportive, teachers might still have good attitudes toward inclusion. Peer support was cited as an important element that helped teachers feel successful in including students with special needs

3.4. Administrative Support

Table 4 shows the teachers' attitude towards inclusive education in terms of administrative support has an overall weighted mean of 3.25 or agree.

Table 4. Mean and description of the teachers' attitude towards inclusive education in terms of administrative support.

Items	Mean	Description
16. I am encouraged by administrators to attend conferences/workshops on teaching students with special needs.	3.35	Strongly Agree
17. I can approach my administrators with concerns I hold teaching students who have special needs.	3.35	Strongly Agree
18. I feel supported by my administrators when faced with challenges presented by students with behavioral difficulties in my classroom.	3.35	Strongly Agree
19. My administrators provide me with sufficient support when I have students with an IEP in my classroom.	3.25	Agree
20. I am providing with enough time in order to attend conferences/workshops in teaching students with an IEP in my classroom.	3.30	Strongly Agree
21. I am provided with sufficient material to be able to make appropriate accommodations for students with special needs.	3.10	Agree
22. I feel supported by my Administrators when faces with challenges presented by students with learning difficulties in my classroom.	3.25	Agree
23. I am provided with monetary support to attend conferences/workshops on teaching students with special needs.	3.05	Agree
Grand Mean	3.25	Agree
Legend: 1.00 – 1.75 Strongly Disagree	2.51 – 3.25 Agree	
1.76 – 2.50 Disagree	3.26 – 4.00 Strongly Agree	

The table further shows that teachers encouraged by administrators to attend conferences/workshops on teaching students with special needs with a weighted mean of 3.35 or strongly agree. A weighted mean of 3.35 shows that teachers are strongly agree that they can approach their administrators with concerns they hold in teaching students who have special needs. Teachers feel supported by their administrators when faced

with challenges presented by students with behavioral difficulties in the classroom with a weighted mean of 3.35 or agree. A weighted mean of 3.25 shows that teachers are agree that their administrators provide them with sufficient support when they have students with an IEP in the classroom.

The teachers also provided with enough time to attend conferences/ workshops in teaching student with an IEP in the classroom, with a weighted mean of 3.30 or strongly agree. Moreover, teachers are provided with sufficient material to be able to make appropriate accommodations for students with special needs with a weighted mean of 3.10 or agree. A weighted mean of 3.25 shows that teachers are agree that they feel supported by their administrators when faces with challenges presented by the students with learning difficulties in the classroom. The teachers are agreeing that they are provided with monetary support to attend conferences/workshops on teaching students with special needs with a weighted mean or the lowest mean of 3.05.

3.5. Collaboration

Table 5 shows the teachers' attitude towards inclusive education in terms of collaboration has an overall weighted mean of 3.01 or agree.

Table 5. Mean and description of the teachers' attitude towards inclusive education in terms of collaboration.

	Items	Mean	Description
24.	I feel comfortable in working collaboratively with special education teachers when students with an IEP are in my classroom.	3.45	Strongly Agree
25.	I welcome collaborative teaching when I have a student with an IEP in my classroom.	3.45	Strongly Agree
26.	Collaborative teaching of children with special needs can be effective particularly when students with an IEP are placed in a regular classroom.	3.65	Strongly Agree
27.	Special education teachers should teach students who hold an IEP3	3.60	Strongly Agree
28.	Regular education teachers should not be responsible for teaching children with special needs.	2.35	Disagree
29.	I like being the only teacher in the classroom.	2.60	Agree
30.	I should only be responsible for teaching students who are not identified as having special needs.	2.45	Disagree
31.	Both regular education teachers and special education teachers should	3.10	Agree

teach students with an IEP.		
32. Special education teachers might lose their jobs if I teach children with an IEP.	2.40	Disagree
Grand Mean	3.01	Agree
Legend: 1.00 – 1.75 Strongly Disagree	2.51 – 3.25 Agree	
1.76 – 2.50 Disagree	3.26 – 4.00 Strongly Agree	

The table further shows that 3.45 or strongly agree of a weighted mean that teachers feel comfortable in working collaboratively with special education teachers when students with an IEP are in my classroom. Teachers are also welcome a collaborative teaching when there are students with an IEP in a classroom setting in which has a weighted mean of 3.45 or strongly agree.

A weighted mean of 3.65 or strongly agree shows that a collaborative teaching of children with special needs can be effective particularly when students with an IEP are placed in a regular classroom. Also, with a weighted mean 3.60 or strongly agree shows that Special education teachers should teach students who hold an IEP.

The table also shows a 2.35 or disagree weighted mean which that regular education teachers should not be responsible for teaching children with special needs. Teachers are being like the only one in the class in which has a weighted mean of 2.60 or agree. The teacher should also only be responsible for teaching students who are not identified as having special needs in which shows in the table with a weighted mean of 2.45 or disagree. As a weighted mean of 3.10 or agree in which both regular education teachers and special education teachers should teach students with an IEP. With a 2.40 or disagree weighted mean a special education teachers might lose their jobs if they teach children with an IEP.

The teachers' attitude towards inclusive education in terms of collaboration shows that teachers are all agree being comfortable in working collaboratively with special education teachers when students with an IEP are in my classroom. And they are very much welcoming on a collaborative teaching when teaching a student with an IEP in a classroom. Collaboration as a cornerstone of effective school inclusion is an idea that has high theoretical currency among many scholars in the areas of special education and educational leadership (Smith, R., & Leonard, P. 2020).

3.6. Training

Table 6 shows the teachers' attitude towards inclusive education in terms of training has an overall weighted mean of 3.17 or agree.

Table 6. Mean and description of the teachers' attitude towards inclusive education in terms of training.

	Items	Mean	Description
33.	My educational background has prepared me to effectively teach students with cognitive delays and deficit in daily living skills.	3.10	Agree
34.	I need more training to appropriately teach students with IEP for learning problems	3.75	Strongly Agree

35.	My district provides me with sufficient out of district training opportunities for me to appropriately teach students with disabilities.	3.20	Agree
36.	My educational background has prepared me to effectively teach students with behavioral difficulties.	3.20	Agree
37.	My educational background has prepared me to teach students with special needs.	3.05	Agree
38.	I am provided with sufficient in-service training through my school district which allows me the ability to teach students.	3.05	Agree
39.	My educational background has prepared me to effectively teach students with special impairments.	2.80	Agree
40.	My educational background has prepared me to effectively teach students who are 1 year below level.	2.95	Agree
41.	I need more training to appropriately teach students with IEP for behavioral problems.	3.60	Strongly Agree
42.	My educational background has prepared me to effectively teach students who are 2 or more years below level.	2.95	Agree
Grand Mean		3.17	Agree
Legend: 1.00 – 1.75 Strongly Disagree		2.51 – 3.25 Agree	
1.76 – 2.50 Disagree		3.26 – 4.00 Strongly Agree	

The table further shows a 3.10 or agree weighted mean in which a teacher's educational background has prepared them effectively teach students with cognitive delays and deficit in daily living skills. A weighted mean of 3.75 or strongly agree shows that teachers need more training to appropriately teach students with IEP for learning problems. The teachers respective district provides with a sufficient out of district training opportunities for them to appropriately teach students with disabilities in which has a weighted mean of 3.20 or agree. A weighted mean 3.20 or agree also shows that educational background has prepared them to effectively teach students with behavioral difficulties. Teachers educational background has prepared them to teach students with a special need in a weighted mean of 3.05 or agree.

The teacher also provided with sufficient in-service training through school district which allows them to teach students with a weighted mean of 3.05 or agree. A weighted mean of 2.80 or agree shows that teachers educational background prepared them to effectively teach students with special impairments. Also, teachers educational background prepared them to effectively teach students who are 1-year below level with a weighted mean of 2.95 or agree. A weighted mean of 3.60 or strongly agree shows that teachers need more training to appropriately teach students with an IEP behavioral problem. Furthermore, with a weighted mean of 2.95 or agree shows that educational background has prepared them to effectively teach students who are 2

years below level.

The teachers' attitude towards inclusive education in terms of training shows that all teachers agree on teacher's educational background has prepared them effectively teach students with cognitive delays and deficit in daily living skills. Also, it shows that teachers need more training to appropriately teach students with IEP for learning problems. According to the study of Avramidis, E., & Kalyva, E. (2021), the assumption that the successful implementation of any inclusive policy is largely dependent on educators being positive about it and having a good training on handling and using their strategies in teaching students with special needs. Teachers who had been actively involved in teaching pupils with SEN held significantly more positive attitudes than their counterparts with little or no such experience.

3.7. Significant Difference on Teachers' Attitude Toward Inclusive Education When They are Grouped According to the Demographic Profile

Table 7 shows the *t*-test computation on teachers' attitude towards inclusive education when they are grouped according to their gender and educational level.

Table 7. Descriptive analysis and *t*-test on teachers' attitude towards inclusive education when they are grouped according to their gender and educational level.

Variables		Mean	Description	<i>t</i>	<i>P</i> (2-tailed)	Decision
Sex	Male	3.95	Strongly Agree	2.224*	0.039	Reject H_{01}
	Female	3.10	Agree			
Educational Level	Bachelors	3.08	Agree	0.490	0.630	Accept H_{03}
	Masteral	3.18	Agree			

* $\alpha = 0.05$

It further shows that when the respondents are grouped according to their gender, the computed *t*-value is 2.224 and its *p*-value is 0.039 which is lower than the 0.05 level of significance indicates that it is significant. Hence, the null hypothesis 1 (H_{01}) is rejected. This means that there is a significant difference on teachers' attitude towards inclusive education when they are grouped according to their gender. Study employed descriptive-quantitative research among 122 pre-service teachers utilizing Teachers' Attitudes Towards Inclusion Scale Adjusted (Kraska & Boyle, 2014) which was designed to measure pre-service teachers' attitudes towards IE and to determine whether the respondents differ in their attitude when grouped according to their gender (Medina et, al. 2022).

Moreover, their awareness and knowledge towards inclusion shed new opportunity that IEP is being prioritized and advocated by the school staff and administration thus it can be inferred that it is successfully implemented in the institution.

When the respondents are grouped according to their educational level, the computed *t*-value is 0.490 and its *p*-value is 0.630 which is higher than the 0.05 level of significance indicates that it is not significant. Hence, the null hypothesis 3 (H_{03}) is accepted. This means that there is no significant difference on teachers' attitude towards inclusive education when they are grouped according to their educational level. Positive attitudes towards inclusion and concomitant lower stress levels among teachers would provide the most conducive environment for positive student outcomes and effective learning (Barnes, M. C., & Gaines, T. 2021). The authors investigated the relationship between teachers' educational levels, years of experience, and their attitudes towards inclusion. The authors concluded the study with highlighting the importance of providing pre-service and ongoing training to teachers by their educational levels and suggestions were made

for future study.

Table 8 shows the One-way Analysis of Variance (ANOVA) computation on teachers' attitude towards inclusive education when they are grouped according to their age, number of years of teaching LSENs, and number of trainings they received in teaching LSENs.

Table 8. One-way Analysis of Variance Result

Variables		Mean	F	p (2-tailed)	Decision
Age			0.504	0.685	Accept H ₀₁
Years in teaching LSENs	0 – 5 yrs	2.97 ^{ab}	10.611**	0.000	Reject H ₀₄
	6 – 10 yrs	2.71 ^a			
	11 – 15 yrs	3.13 ^{ab}			
	16 – 20 yrs	3.42 ^b			
	21 yrs & above	3.94 ^c			
number of trainings they received in teaching LSENs			1.748	0.204	Accept H ₀₅

** $\alpha = 0.01$

When the respondents are grouped according to their age and number of trainings, they received in teaching LSENs, the computed *F*-values are 0.504 and 1.748 respectively. Their *p* values are higher than the 0.05 level of significance indicates that it is not significant. Hence, the null hypotheses (H₀₁, H₀₅) are accepted. This means that there is no significant difference on teachers' attitude towards inclusive education when they are grouped according to their age and number of trainings, they received in teaching LSENs.

But when the respondents are grouped according to their number of years in teaching LSENs, the computed *F*-value is 10.611 and its *p* value is 0.000 which is lower than the 0.01 level of significance indicates that it is significant. Hence, the null hypothesis (H₀₄) is rejected. This means that there is a significant difference on teachers' attitude towards inclusive education when they are grouped according to their number of years in teaching LSENs. Furthermore, when post hoc test was done, the mean differences among teachers who are teaching LSENs for 6 to 10 years, 16 to 20 years, and 21 years and above is significant at 0.05 level of significance.

4. Conclusion

The findings of this study conclude that teacher's attitude towards inclusive education is resulted that teachers are agree, there was a significant difference on teachers' attitude towards inclusive education when they are grouped according to their gender.

The gender, the pre-service teachers display a welcoming and positive attitude towards IEP. Moreover, their awareness and knowledge towards inclusion shed new opportunity that IEP is being prioritized and advocated by the school colleagues and administrators thus it can be inferred that it is successfully implemented in the inclusive environment.

This research is composed of 8 indicators of teacher's attitude towards inclusive education namely:

student variables, peer support, administrative support, collaboration, training, when they are grouped according to their gender and educational level, and when they are grouped according to their age, number of years of teaching LSENs, and number of trainings they received in teaching LSENs. These indicators help and guided teachers to achieve effective and inclusive education by giving student special need through positive attitude they correspond to the school environment.

5. Recommendations

Based on the finding, summary, and conclusions of this research, the following are hereby recommended:

1. The teacher should plan a reliable collaboration to create peer support team for the help and assistance having arisen problem occur on teaching student with IEP in the classroom.
2. The teacher should engage and take opportunity on trainings to expand and had a good experience that will lead them to be an effective teacher and help student with an IEP by possessing a creative teaching style into inclusive classroom.
3. The school administrator may plan, formulate and organized conferences on conducting trainings or series of workshops for teachers who are teaching student with special needs, for them to enhance their knowledge and skills in an appropriate approach on teaching.

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